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ABSTRACT

The organization of the ideas for career education activities is based on four components of career development; these form the four sections of the book: (1) self-awareness and assessment, (2) career awareness and exploration, (3) career decision making, and (4) career planning and placement. The book is further divided into elementary and secondary education sections, and an easy access guide for each section provides a grid listing 10 subject matter areas and the four career development components. All activity ideas relevant to a given career development component and appropriate to a given subject area appear by number in the grid matrixes. Each activity idea in the book has six elements: (1) title; (2) subject matter content area/s; (3) purpose, two statements, one pertaining to the subject matter area and one to a career development performance goal; (4) primary activity, which contains the grade group designation and the major steps for carrying out the activity, presented to stimulate the teacher's thinking in his/her development of detailed instructional plans; (5) specification of materials; and (6) variations, which expand or contract on the primary activity so that teachers may develop applications for any grade groups. (Author/AJ)

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Educators throughout Michigan have begun the task of implementing career education in a most admirable fashion. Large numbers of educators and non-educators alike are becoming involved in many ways. An important part of this group, teachers and counselors, have invested unprecedented amounts of their energy in career education curriculum development and delivery. The result of their early effort has been the generation of a vast pool of curriculum ideas. This publication presents many of these ideas in a convenient format so that others can benefit from their earlier thought processes. As new ideas are developed and tried out, it is our hope that this publication can be revised and expanded so that it can remain a valuable resource to career education teachers and counselors.

It is essential that I thank those responsible for the development of resource, specifically Calhoun Intermediate School District and each one of the many contributors to this collection of ideas for activities.

Sincerely,

John W. Porter

INTRODUCTION

This Ideas for Activities book has been designed especially for K-12 teachers—though any individual trained and enthusiastic about working with students in the areas of self awareness, career awareness, decision making, planning and placement is encouraged to use and modify the ideas presented in this book for their specific situation.

The ideas presented in this book are just that—ideas. They are not "cookbook" detailed activities to be lifted and directly implemented in the classroom. They are designed to assist students in reaching career development outcomes identified in A Reference Guide-Goals & Performance Indicators published by the Michigan Department of Education. How much success students experience will be a function of how well the teacher prepares for, implements, and follows-up the idea presented; and how well he or she responds to individual student's needs.

ORGANIZATION OF THE BOOK

The organization of this Ideas for Activities book is based on The Reference Guide: Career Development Goals and Performance Indicators. If you do not have a copy of the Reference Guide, you may obtain one from:

Career Education
Michigan Department of Education
Box 420
Lansing, Michigan 48902

I. The Reference Guide organizes career development into four components:

Self Awareness and Assessment
Career Awareness and Exploration
Career Decision Making
Career Planning and Placement

The ideas in this book are likewise divided into these four areas.

The designation of each idea to a content area has been made for the user's benefit—to give the user some examples of self awareness ideas, etc. With modifications, these self awareness ideas may easily become decision making ideas.

II. The student performance indicators in The Reference Guide are hypothetically slotted into grade levels—again to give the user a realistic perspective of the developmental nature of career education.

Likewise, each idea within the content area in this Ideas for Activities book has been subjectively labeled either:

K–3=Early Elementary
4–6=Later Elementary
7–9=Middle School/Junior High
10–A=Secondary/Post Secondary

With slight modifications, an elementary idea may become a meaningful experience for a middle school/junior high student or a secondary/post secondary student.

The utility of these ideas across grade levels will be a function of the creativeness and desire of the facilitator.

III. THE EASY ACCESS GUIDES The elementary and secondary sections of this Ideas for Activities book are separated by large dividers called "easy access guides". They are for the purposes of locating ideas either by subject matter area or career development components.

A number has been assigned each idea and these numbers are found in the matrix of the divider. Thus to locate an idea by a particular subject matter area and career development component, all a teacher has to do is note the numbers found in that section of the matrix and then locate these numbered ideas in the appropriate section of the idea book.

For example; an elementary teacher wants to develop a lesson in the areas of Math and Career Decision Making. By looking at the elementary "easy access guide" under decision making and math, the teacher would note that ideas numbered 37, 81, 124, 125, 126, etc. might apply. The teacher would then turn to the Elementary Career Decision Making section of the book and review the ideas numbered 37, 81, 124, 125, 126, etc. for an idea they could develop into a lesson or unit.

The same process applies for the Secondary Section of the book.

ORGANIZATION OF THE IDEAS

Each idea has the following elements:

1. TITLE of the idea.

2. SUBJECT MATTER CONTENT AREA/S; is the designation of the idea to one or more academic subject matter areas. With modification, most ideas could be implemented in other content areas.

3. PURPOSE; is a series of two statements, the first of which pertains to the subject matter content area, and the second statement which is a "sub-goal" statement taken from The Reference Guide: Career Development Goals and Performance Indicators, which identifies in performance terms what an individual should be able to do as a result of the activity. The purpose statements should be changed or modified to depict the intentions of the teacher.

4. PRIMARY ACTIVITY; contains the grade group designation and the major steps in carrying out the activity. In many cases, the teacher will need to develop more detailed instructional plans from these activities, as they were not developed as "polished" sequential steps for implementation but rather as ideas to spur further thinking on the part of the teacher who may choose to develop curriculum worksheets from these activities.

5. MATERIALS; specifies the materials necessary to implement the primary activity.

6. VARIATIONS; generally are preceded by a performance indicator reference number, found in The Reference Guide: Career Development Goals and Performance Indicators, below the "general goal" in the Guide. Where possible, the VARIATIONS expand or contract on the PRIMARY ACTIVITY so that there might be applications for all grade groups. Again, the VARIATIONS are in the form of "ideas" and the teacher will need to expand on these in developing a lesson or unit.

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EASY ACCESS GUIDE

	SELF AWARENESS	CAREER AWARENESS	DECISION MAKING	PLACEMENT
LANGUAGE ARTS	1, 2, 4, 5, 7, 65, 71, 135, 151	13, 14, 15, 16, 17, 29, 30, 31, 55, 68, 79, 158	35, 36, 38, 40, 127, 143, 144, 145, 146	46, 47, 48, 50, 51, 69, 142, 147
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INDUSTRIAL ARTS				

SELF AWARENESS AND ASSESSMENT

TITLE: Dividing Words

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To hear parts of words.
2. To use words relating to self both mentally, physically, and attitudinally.
3. (1.1) To recognize similarities and differences between his or her physical, mental, and emotional characteristics and those of others.

PRIMARY ACTIVITY: (4-6)

1. Have students stand in two lines facing a partner.
2. First student says a word describing student standing across from him/her (agile).
3. Second student holds up two fingers if word said to indicate word has two syllables, if one syllable-one finger.
4. Continue down the line-then reverse roles.
5. Follow with discussion of the words used to describe people and how they were used here.
6. Initiate discussion about differences of people and whether words are adequate to describe mental images of people.

VARIATIONS:

(1.1A)
1. Students stand across from partners in two lines.
2. One student name part of body.
3. Second student gives own physical characteristic of that named part of body (i.e. fat skinny, etc. Hair-brown, nose-big.
4. Continue down line.

(1.1F)
1. Get a work sheet from kdg. or 1st grade concerning body parts (naming).
2. Have students write a description of his/her physical characteristics-How is he/She different physically-turn paper over.
3. Hand out worksheets (kdg) and do work.
4. Students turn 1st papers over and compare words used in each-How has student grown or changed-What did he/she think of worksheet (should discover a positive improvement).

(1.1L) 1. Have three teams.

2. 1st team writes a type of emotion on a slip of paper (each person on team writes).

3. 2nd team acts out emotion named on slip of paper drawn.

4. 3rd team writes down guess as to what emotion is being acted out.

5. Compare answers with those of first team.

6. Discuss what parts of speech each word is and how it is usually used.

7. Discuss what kind of reaction one feels when hearing word said–What emotion elicits this?

(1.1P) 1. Have students write or tape a descriptive story or paper about their physically, emotional, and intellectual characteristics of an imaginary dog (or any other type of animal) that would represent the student's superego.

TITLE: Planets

SUBJECT MATTER: Science/L.A.-Oral Communications (Math-Proportions)

PURPOSE:

1. To enable students to become familiar with planets and their relationship to each other.

(3.3B) 2. To enable the student to identify ways in which others depend on work he or she does and to enable students to be able to discuss specific activities that help others.

PRIMARY ACTIVITY: (K-3)

(4.1B) 1. Divide the class into nine small groups.

2. One person from each small group chooses one piece of folded paper out of a "hat" (names of planets are written on folded papers).

3. Each group makes papier mache model of "their" planet in relation to the sun.

4. Groups paint "their" planet when papier mache is dry.

5. Oral discussion-problems encouraged in their small group work-how were they eliminated -how could they have been eliminated?

MATERIALS:

1. Folded pieces of paper with names of planets on them.

2. Papier mache.

3. Foil or paper for planets (starting planet-ball).

VARIATIONS:

1. (Math) upper grades-have the students make the planets in the correct proportions to each other.

TITLE: Collage of Simple Machines

SUBJECT MATTER: Science/Art

PURPOSE:

1. To introduce the work of simple machines.

(3.3) 2. To enable the students to describe the advantages and disadvantages of depending on others and being depended upon.

PRIMARY ACTIVITY: (4-6)

1. This might be appropriate with a unit or lesson on simple machines. After introduction to simple machines, including our dependency on machines, let the students divide into small groups (6-8) within which they will make a collage from magazine cut-outs. The students might want to organize within their small group to get the task done. You might want to discuss importance of small group work. Let groups work on and complete collages. Encourage students to be aware of interactions. After completion, generate discussion about inner-workings of small groups - advantages/disadvantages of depending on others.

MATERIALS:

1. Old magazines
2. Scissors
3. Paste
4. Mounting board

VARIATIONS:

1. Classroom teacher and Art teacher team plan and implement this.
2. Develop separate collages for various occupational clusters.
3. Develop separate collages for class identified hobbies.
4. Team with another class, who could do a collage for another area of science, then share the collages.
5. Give to K-3 class for their science library.

TITLE: How Do You Select A Book To Read?

SUBJECT MATTER: Language Arts/Art/Library Skills

PURPOSE:

1. To enable students to read for pleasure.

(1.2) 2. To enable students to recognize similarities & differences between his or her interests and values and those of others.

PRIMARY ACTIVITY: (4-6)

1. Plan and arrange a trip to your school library.
2. When you get to the library, ask one (1) student to select a book he or she would like to read because of its interesting cover.
3. Initiate a discussion about why the student selected the book they did. Discuss the various features of the cover (color, design, action, mood, etc.).
4. Ask the rest of the class to select books to read based on cover design.
5. Have each student tell why they chose the particular book they did. It might be possible to compare various subject matter areas that were selected.
6. Initiate discussion of similarities and differences that seem evident based on the books selected.

MATERIALS:

1. Library
2. Books

VARIATIONS:

(1.2E) 1. Have students choose a book to read based on interest area.

2. Group students by similar interest areas, based on books selected.

3. Have each group make up a list of other common interests and a list of dissimilar interests.

4. Have each group discuss how their book selection relates to the list.

(1.2C) 1. Have students choose books to read based on their individual interests.

2. With the help of the Librarian, have students survey the types of books checked out

TITLE: How Do You Help?

SUBJECT MATTER: Math/Language Arts/Art

PURPOSE:

1. To enable students to practice simple math skills.

(2.2) 2. To enable students to establish goals to direct self development.

PRIMARY ACTIVITY: (4-6)

1. Initiate class discussion about the kinds of things students can do at home to help mom & dad. Brainstorm and list the various jobs that students help with. Discuss this work as a positive goal and the importance of initiating this work without having to be asked.

2. Introduce the ditto matrix & have students fill each day in for a week.

SAMPLE

"How I Help At Home"

Name							
Job:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun
Make Bed							
Pick Up Clothes							
Helpw/ Dishes							
Set Table							
Take Garbage Out							
Etc.							

3. At end of week have students count total number of jobs completed.

MATERIALS:

1. Ditto of Matrix

2. Pencils

VARIATIONS:

1. Students make list of jobs completed without having to be asked by mom or dad.

2. K-1, put marks for jobs completed and count them out loud.

3. 4-6, establish points for degrees of difficultness and total points at end of period.

4. Students draw their own matrix.

5. Use pictures instead of words for various jobs.

6. Generate a list of classroom jobs and include them.

by students in the next grade up or next grade down. (Use check out cards).

3. Compare and contrast the interests of the other class with those of your own class. What are the results?

(1.2I) 1. Have the students list the types of movies, poems or television programs they enjoy.

2. Have each student write three factors that influence the values reflected by types of entertainment he/she has listed.

3. Group students according to general types of entertainment selected.

4. Have each group compare individual lists and discuss similarities and differences that become evident.

TITLE: Does Anybody Really Know What Time It Is?

SUBJECT MATTER: Arithmetic/Social Studies/Art

PURPOSE:

1. To have individual learn value of time (to tell time).

(1.3) 2. To allow the individual to recognize settings and experiences that provide knowledge of self.

PRIMARY ACTIVITY: (K-3)

1. Initiate discussion about various activities that take place at school in the morning and afternoon.
2. Using magazines, have students cut out pictures that show the various activities discussed.
3. Make a large clock face or individual small faces with moving hands then have students place pictures of activities next to the time they generally happen. (e.g. taking off coats-8:00 a.m.).
4. Have each student move the hands of the clock to the correct time and tell the time for the activity.

MATERIALS:

1. Dittos of clocks.
2. One large clock made from light weight cardboard, moveable hands fastened with brads.
3. Crayons, paper, scissors, magazines, paste.

VARIATIONS:

1. Have students discuss at home activities and do a 24 hour chart of clocks and activities.
2. Compare student activities at specific times with those activities in a certain job category -Follow a school worker and list what time he does what job.
3. Make charts of time and activities of various job cluster activities (i.e. Day workers in Health occupations & Night workers health).
4. Work out own preference time chart-
    What time student likes to get up;
    What time student likes to eat;
    What time student likes to sleep;
   Compare to time requirements of job categories.
5. Simulate a time pressure job situation (ex. broadcasting). Account for minutes and second
   Make a log of activities.

6. Find out which jobs are time keyed and compare to efficiency of work done.
Ex. Production=(Piece or job or time)
Communication=(Logs, commercial spots, shows)
Services=(fastest is best or Courteous takes time).

7. Can expand telling time into fraction ¼ of hour = 1:15 or 15 minutes. Work out equivalent charts or tables.

TITLE: Communication Without Words

SUBJECT MATTER: Science/Social Studies/Health/Language Arts

PURPOSE:

1. To show that sound is a way of communicating.

(2.3) 2. To enable student to recognize that change in self concept can be result of learning, physical growth, and/or maturation.

PRIMARY ACTIVITY: (4-6)

1. List different sounds we can make—Discuss how they are made-coughing (throat muscles); stamping (foot muscles, coming down hard after landing); singing (vocal muscles); giggling (vocal); snapping fingers (hand, fingers).
2. After each word and activity write what each sound can mean, example: laughing-happy, embarrassed; screaming-surprised, frightened,excited.
3. What are we doing when we make these sounds? (Help children arrive at conclusion that sounds are a way of communicating).
4. Discuss charts, how can one recognize self concepts and emotions and communicate them to others;—Pride,—Willing to learn,—Anger,—Intelligent; Do concepts change?

MATERIALS:

1. Chart paper
2. Pencils

VARIATIONS:

(2.3C) 1. Discuss how one can communicate to others the things (or concepts) they like about themselves or dislike.

—Act out these concepts,
—Discuss reaction to other's communications,
—Draw picture of how people communicate.

(2.3D) 1. Write a paragraph or more explaining how doing something new successfully, increases self confidence.

—Role play this experience,
—Have students "draw from hat" various communicating situations about self experiences-failures; successes (relate without words to class).

(2.3J) 1. Have students communicate through letters, acting, plays, songs, poems, etc. How does feedback about his/her characteristics influence self concept?

- –Set up positive and negative feedback situation and have students give reactions.
- –Have 2 students give or demo/play out, a positive or negative situation-class work out better situations (i.e. one student gives non-verbal clue or reaction second student's movements).

(6.3, 2.3, & 6.4)

1. Have students list occupations where personal communication plays a major role, minor role.

- –Project self into one of above listed occupations, give qualities found in self to fill requirements of communication.
- –Simulate a communicative working situation from above list, establish basic ground rules or qualities needed.
- –Simulate a "Good Day" and a "Bad Day" in one of jobs listed above-list characteristics of communication of each type of day.

TITLE: Music Skills

SUBJECT MATTER: Music

PURPOSE:

(1.1) 1. To enable student to recognize various aspects of music.

2. To enable the student to recognize similarities & differences between his or her physical, intellectual & emotional characteristics and those of others.

PRIMARY ACTIVITY: (4-6)

1. Pass out ditto work sheet.
2. Play a record from first grade.
3. Record reaction.
4. Play a record from parent's era.
5. Record reaction.
6. Repeat with as many age related records as desired.
7. Compare reactions listed on paper with those of childhood memories of songs and parent's reaction to "now" and their music.

MATERIALS:

1. Worksheet divided into spaces for what type of records to list, plus areas for reactions i.e. bored, silly, bland, etc.
2. Records–variety of age ranges K———A plus adult eras.

VARIATIONS:

(1.1D) 1. Have students listen to and sing three songs–with or without a record.

2. At the end of the third song have each student identify which song was the easiest for him/her.

(1.1F) 1. Sing a song from first grade-write down words.

2. Sing a song from 4-6 grade-write out words or read ditto of words.

3. Compare words used-how have they improved-in hardness, usage, spelling, meaning?

(1.1L) 1. Play various songs/records or let students perform their showing various moods-emotions.

2. Have students discuss or write out key records that "explain song".

3. Have students identify key parts of music that show emotions of song—tempo, melody, conbinations, etc.

4. Students collectively write song that portrays an emotion-must contain both verbal and non-verbal messages.

TITLE: Physical Ed./Climbing Ropes

SUBJECT MATTER: Physical Ed./Oral Language/Language Arts

PURPOSE:

1. To enable student to observe others and make a report on observations.
2. To enable students to exercise large muscles by climbing ropes.

(1.3) 3. To enable students to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (4-6)

1. Students work in pairs.
2. One climbs rope while other observes/reverse.
3. Take notes on action to aid in climbing ropes—partners give specific examples of what student is doing and suggestions on how to correct errors.
4. Written or oral.

MATERIALS:

1. Ropes to climbs/mats
2. Paper and pencil

VARIATIONS:

(1.3B) 1. Students use ropes to swing or start to lift self up onto them—hold on for period of time.

2. Student then tells two or identifies two kinds of information he has noticed or observed about himself through doing activity.

(1.3I) 1. Students go through a series of skills involving the rope—swinging, climbing-up, holding self in one spot, climbing down, etc.

2. Have students observe other students while doing these activities and rate each other on physical ability solely on the rope skills.
3. Students then give a "Grade" for physical fitness only in rope skills.
4. Compare grade of rope skills to overall physical activity, fitness, and interest.
5. Explain why observation of activity may not always provide accurate information about person's skills or interest—in physical ed. (exp. trying hard, liking sport but

not doing well in it, etc.).

(1.3L) 1. Combine rope climbing skills with other like skills requiring same skills.

2. Combine rope skills with other unlike skills requiring other skills.

3. Students then can describe the types of information about himself that were gained from the two skill tests after a comparison.of the results.

TITLE: "Me" Books

SUBJECT MATTER: Health/Art/Language Arts/Math

PURPOSE:

1. To enable student to recognize various parts of body–detailed parts.

(2.3) 2. To enable students to recognize that change in self concept can be the result of learning physical growth, and/or maturation.

PRIMARY ACTIVITY: (4-6)

1. Make a "book" of several pages.
2. On each page draw one physical characteristic after measuring all places and angles.
3. Label drawing with measurement.
4. Label drawing with correct name.
5. Use detailed parts–such as ear lobe, lower lip, finger joints, etc.–parts not usually noticed.

MATERIALS:

1. Drawing paper–at least 9X12
2. Paper fasteners
3. Pencils or felt markers
4. Ruler
5. (mirror)

VARIATIONS:

1. Measure large body parts–hand, feet, legs.
2. Trace around parts onto paper and color.
3. Measure tracing.
4. Compare size of tracing to others.
5. Label tracings.

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1. Discuss proportions of body–How body is divided (e.g. Shoulder to elbow same as base of neck to waist or nose is as one eye, etc.).

2. Measure own body, compare to proportions given.

3. Draw image of own body using proportions.

(2.3M) 1. After studying given proportions and comparing own with given–find one or twc that are in excess.

2. Make a character drawing exaggerating the excess proportions–exaggerate greatly.

3. Discuss drawings in terms of how one feels about the exaggeration–does this have an influence on self concept.

–is student conscious of this–if so why and what effect?

–if not why–what effect?

TITLE: Non Vocal Communication Day

SUBJECT MATTER: Science/Health

PURPOSE:

1. To recognize our dependence on vocal communication and to develop other types of responses.

(4.2E) 2. For the individual to acquire listening, attending, responding and initiating skills.

PRIMARY ACTIVITY: (K-6)

1. Plan to have a day or class period in which you try to carry on the normal activities except that no one may use vocal communication.
2. At the end of the period evaluate behavior–from a list of questions:
   What things were easy or difficult to communicate.
   What other behaviors did you use–facial expression, gestures, positioning of objects, writing, reading.
   How could some of these responses enhance vocal expression.
   What were some communication that were done better without vocal comment, etc.

MATERIALS:

1. List of discussion questions to be used.

VARIATIONS:

1. Demonstrate to another person how to perform a particular task without vocal instruction.
2. Pantomime an activity and see if the class can guess what it is.
3. Partners work together, have a person try to go thru a class period blindfolded.

TITLE: "Me Box"

SUBJECT MATTER: Math (metrics–cubic metrics)

PURPOSE:

1. To introduce the cubic metric measurement unit.

(1.1) 2. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

PRIMARY ACTIVITY: (4-6)

1. Previous work must have been done on introducing cent. and deci.
2. Observe examples of cubes and count number of sides.
3. Cut out 6 squares of cardboard 1 decimeter square.
4. Tape together forming a cube (Repeat as centimeter squares).
5. On each face of the cube student cut out pictures to represent answers to questions such as (1) The thing I do best is— (2) My favorite subject is— (3) My favorite sport is— , etc.
6. Hang completed cubes and have class guess who each cube belongs to.
7. Discussion on how they judged who the cube belonged to.

MATERIALS:

1. Metric ruler
2. Cardboard
3. Magazine for picture or words
4. String for hanging

VARIATIONS:

1. Teacher can make profiles of students and have them cut out things to paste on profile that best represents them. Generate ideas with questions similar to above.
2. Use large sheets of paper and draw around actual child. He can cut out things to put in his hand, on his feet, show likes or dislikes.

TITLE: Knowing Myself

SUBJECT MATTER: Values Clarification/Social Studies

PURPOSE:

(1.2) 1. For the individual to recognize similarities and differences between his or her interests and those of others.

(1.3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (4-6)

1. Reading a list of descriptions have the student move to the side of the room that best describes his characteristics.
2. Examples—If you think you are ruled by your head, move to the north end—If you are ruled by your heart move to the south end.
3. Questions can relate to a variety of values or characteristics.
4. When angry you are apt to spout off—or do a slow burn.

MATERIALS:

1. Open area with three sections designated for movement to.

VARIATIONS:

1. Characteristics listed on a sheet of paper the individual can circle a scale from 1 to 5 how well it represents them. Compare their ratings with a friend or classmate.

TITLE: How Your Body Reacts

SUBJECT MATTER: Science/Human Body

PURPOSE:

1. Observe conditions effecting the function of the human heart.

(1.3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (4-6)

1. Discuss what a pulse is and where it can be felt on the human body.
2. Demonstrate how to measure a pulse beat.
3. On a graph record the pulse beat taken after various activities such as after skipping–laying still–waking up–jumping rope–after an argument–giving a class presentation, etc.
4. Discuss results and feelings after each activity.

MATERIALS:

1. Graph paper
2. Timing device with a second hand

VARIATIONS:

1. Keep a record of pulse beat and respiration after a variety of physical activities.
2. Record pulse and respiration after mental or emotional tasks.

TITLE: How we're alike and how we're different

SUBJECT MATTER: Social Studies/Communications/Science

PURPOSE:

1. To improve observation skills.

(1.1) 2. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics.

PRIMARY ACTIVITY: (K-6)

1. Assemble a variety of pictures from a magazine of children.
2. Ask each student to select a picture of someone approximately his same age and describe as many ways possible in which that child is both alike and unlike himself or herself.

MATERIALS:

1. Pictures of children
2. Pictures to generate discussion—record groups—foods—activities—favorite color, etc.

VARIATIONS:

1. Choose a partner and discuss how you are alike or unlike. Use a list of characteristics to generate comparison. Such as hair, eye color, size, weight, favorite foods, records, etc.
2. Make a bulletin board titled—These are a few of My Favorite Things—Put a variety of pictures up. Ask students to list their favorite things and compare their lists with 2 or 3 others.

TITLE: Teeth Impressions

SUBJECT MATTER: Health

PURPOSE:

1. To assist the student to demonstrate knowledge of the location and basic function of their teeth.

(1.1) 2. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

PRIMARY ACTIVITY: (K-3)

1. Children bite on paraffin which has been slightly warmed.
2. Fill bitten paraffin with plaster.
3. Let dry—overnight.
4. Carefully remove plaster/compare casts.

MATERIALS:

1. Mixing bowls (old)
2. Measuring cup (old)
3. Paraffin
4. Plaster of Paris

TITLE: Your Silhouette

SUBJECT MATTER: Art

PURPOSE:

1. For the individual to begin to identify shape and form.
(1.1) 2. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

PRIMARY ACTIVITY: (K-3)

1. Working in pairs children trace silhouette of each other on black paper and write their name on back.
2. Teacher--cut silhouettes out and place around room.
3. Class guesses which silhouette belongs to which child.

MATERIALS:

1. Black construction paper
2. Filmstrip projectors

TITLE: People Who Need People

SUBJECT MATTER: Social Studies/or Communication

PURPOSE:

1. For the individual to recognize facial expression, posture, and appearance as clues in communication.

(1.3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (K-6)

1. Make a bulletin board collage of pictures of a variety of people-age-nationality-dress, etc. Which especially show different facial expressions.
2. Ask student to choose one person to write a story about how that person feels and the situation he is in.
3. Read stories aloud to class to see if they can identify the person the story was written about.

MATERIALS:

1. Collage of pictures of people

VARIATIONS:

1. Using the collage write a quotation one of the people may have said—Students see if they agree who might have said that. Discuss what they based their guess on.
2. Define characteristics that can be used to group the people such as age-sex-occupation-nationality, etc. Point out which ones share similarities.

CAREER AWARENESS AND EXPLORATION

TITLE: Help Wanted Cluster Game

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

(6.2) 1. For the individual to recognize that occupations tend to cluster in several ways.

PRIMARY ACTIVITY: (4-6)

1. Make a chart containing the job clusters, assign a number to each cluster.
2. Have students go through "help wanted" section of classified ads.
3. Have students write the number of the job cluster on each ad.
4. Discuss the clustering system.

MATERIALS:

1. Classified section of newspaper.

VARIATIONS:

1. Have students work in groups, each with a cluster matrix.
2. Fill in the matrix with the jobs in the classified ads.
3. Discuss the kinds of jobs available and the clusters that seem to be in greatest demand and why this might be.

TITLE: Workers in the School

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To make the students aware that many people work to help the students at school.

(6.3) 2. For the individual to acquire information about occupations.

PRIMARY ACTIVITY: (K-3)

1. Have a discussion of the people who work in your school and how they help the students and teachers.
2. Visit the places where each person works and listen to them tell about their work.
3. After each visit have a discussion and draw pictures. Make a bulletin board, display using the pictures.
4. Present to the students specific situations and have them tell which workers in their school they would go to for help.

MATERIALS:

1. None needed

TITLE: The Home and The Family

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To understand that families sometimes choose between spending now and spending later.

(8.1) 2. For the individual to understand the relationship between family roles and life styles.

PRIMARY ACTIVITY: (K-3)

1. Read the fable of the "Grasshopper & the Ant". Have the class dramatize the Aesop Fable or make puppets to act out the story.
2. Make a list of things the students would like to get for their families on Christmas, birthdays, Mother's Day, Father's Day, etc. Discuss the importance of wise choices and methods of saving for a gift.
3. Have students tell of experiences with the family where they had fun w/o spending money.
4. Plan a class party or activity which will require a minimum of money or materials.

MATERIALS:

1. None needed

TITLE: Community Health Clinic

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To enable students to realize a community or county health service exists.

(5.1) 2. To enable students to understand individual differences in education and training needs.

PRIMARY ACTIVITY: (4-6)

(5.1B) 1. Visit a community or county health clinic.

2. Interview workers about life styles and type of education or training.

3. At school compare and contrast the work of people interviewed, their training or educatio and life styles–What does this tell us?

4. Write Thank-You letters to people for the visit and interview.

MATERIALS:

1. Paper/writing tools.

2. Transporation to clinic.

VARIATIONS:

(5.1A) 1. Students identify four adult people or friends they know in the Health occupations–(M.D.-Doctor, Dentist, School Nurse, clinic workers, etc.).

2. Students then write letters, telephone, or visit these four and find out where they recieved their education or training.

(5.1D) 1. Interview clinic workers (all types of jobs from custodian to doctor).

2. Students then create a stereo type of each job and the stereo type of person who would do well in that type of job.

3. Then suggest appropriate education and training activities for that person (take into consideration background, abilities, goals, etc.).

(5.1F) 1. Role play a clinic in school–after research about what jobs are required in a clinic.

2. After role playing students will then write out or tell three reasons why additional education or training after high school would be of benefit to them as the person they are role playing and then why to them as themselves.

TITLE: Number Puzzles

SUBJECT MATTER: Arithmetic/Art/Reading

PURPOSE::

1. To enable students to become familiar with word and numeral of numbers.

(6.3) 2. To enable students to acquire information about occupations.

PRIMARY ACTIVITY: (K-3)

1. Take pieces from envelope.
2. On table turn pieces face up.
3. Make one picture of a job situation and settings.
4. The puzzle will tell about numbers and occupations.
5. When puzzle is completed-return puzzle to envelope.

MATERIAL: (preparation)

1. Cut 10 pieces of tag board about 8 X 10 each.
2. Use each piece to illustrate a quantity between one and ten.
3. Use picture of jobs or job in a work situation showing working conditions and settings.
4. Cut each card into irregular pieces.
5. On back write number of puzzle to which pieces belong—this avoids mixing puzzle pieces.
6. Place each puzzle in small envelope—place all ten in a large folder or envelope.

VARIATIONS:

(K-3) 1. Students paste found pictures to tag board—cut into puzzle-work.

(4-6) 1. Students have time trials or contest with puzzles—answering questions about pictures—working, etc.

2. Students take photos of work situations and mount onto tag board or light weight cardboard—cut into puzzle.

TITLE: Number Books

SUBJECT MATTER: Math/art

PURPOSE:

1. To enable the students to show how well they can count.

(6.2) 2. To enable the students to recognize occupational clusters in several ways.

PRIMARY ACTIVITY: (K-3)

1. Staple sheets of newsprint together to make one booklet for each student. If you wish, add colored paper covers.
2. At the top of the first page, draw ONE health worker. (or worker from any cluster).
3. Continue this way until one page is completed for each number between ONE and TEN - Possible one page per day.
4. Below the picture, print or write word and number of picture.

MATERIALS:

1. Newsprint
2. Stapler
3. Crayons
4. Pencils
5. Colored Paper

VARIATIONS:

1. Use any cluster of occupations for the theme of the book.
2. Use products or services for the theme.
3. Students find pictures in magazines.
4. Draw pictures tools, uniforms, locations, or equipment of clusters.
5. Make a chart divided into TEN sections instead of the book.

TITLE: Government Resources

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To gain an awareness of government services and the decision of taxing that must be decided by the people using the services.

(9.3) 2. For the individual to understand the relationship between political systems and citizen role.

PRIMARY ACTIVITY: (4-6)

1. Construct a table-top model (with drawings or with paper cut-outs) of your city or community. Locate the various schools, playgrounds, streets, stop lights, fire and police cars provided by the government.

2. Using the above activity, have the students substitute parks, school yards, streets, zoos, stadiums or other governmental services in place of what is already in the model. You should stress the problems that will arise when homes and businesses need to be removed. The cost of lost taxes should also be discussed.

3. Ask several students to look at the price statement on the gasoline pump at their local service station.

   Gasoline ? cents
   State Tax ? cents
   Federal Tax ? cents
   Total ? cents

4. Discuss what the above figures mean in terms of private and government spending for goods and services.

TITLE: Occupations Which Built America

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To acquint students with occupations which were instrumental in building the early colonies and moving the frontiers west after independence.

(6.4) 2. For the individual to understand the relationship between and within the occupational world and the economic system.

PRIMARY ACTIVITY: (4-6)

1. Have students research various early occupations such as blacksmith, railroad builders, steamboat workers, stagecoach drivers, etc.
2. Have them make presentations of research information, (could take the form of original drama, oral reports, tape recorders, drama etc.).
3. Encourage students to make indepth studies.
4. Make comparisons with present day occupations which have evolved from early occupations.
5. Hardships and working conditions of early occupations should be stressed.

MATERIALS:

1. Library materials for research

TITLE: The Sounds of Work

SUBJECT MATTER: Science/Social Studies/Language Arts

PURPOSE:

1. To acquaint students with various types of sounds connected with industry/occupations.

(6.2) 2. To enable student to recognize occupations to cluster in several ways.

(6.3) 3. To enable student to acquire information about occupations.

PRIMARY ACTIVITY: (4-6)

(6.3) 1. Students listen to tape of sounds or noises of an occupation.

2. On a worksheet list what made sound, what work was being done, what is their reaction to noise?

3. Would this be a good noise level for them to work with?

MATERIALS:

1. Tape or record of an occupation–(i.e. construction, factory, etc.).

2. Work sheet with columns to fill in the information. How was sound made? What work is being done? Reaction to sound.

VARIATIONS:

1. Listen to sounds in classroom while working–have students pick out or identify what made sound and what work was being done-can expand to other activities in classroom.

2. Have various tapes of sounds & have students identify different tools/occupations/noise levels–How effect workers.

3. Have students make "sound" book or chart of tools of an occupation and write in word of sound & tool. (i.e. Picture of hammer, Name=Hammer; sound=whack) Expand to large books or charts of different bang occupations.

4. Visit different work setting in school or field trips-offices & boiler room, institutional kitchens & house keeping-compare the different types of sounds heard, identify what made them-correlate sounds with people working that job–Discuss how these sounds might effect personalities or attitudes of workers. Discuss how student felt just listening to sounds for a short while–try to project working in these sounds.

5. Make tapes of sounds of occupations-compare similarities in the tapes–differences-could one choose a career based on sound?

6. Work with safety science people about hazards of sound (fatigue, slow deafness, loss of acute hearing, getting used to sounds) and what can be done and what is being done to prevent this.

TITLE: Cutapart Safety

SUBJECT MATTER: Social Studies/Language Arts/Spelling

PURPOSE:

1. To enable students to relate safety rules to follow in different work areas.

(9.1) 2. To enable students to understand the relationship between citizen roles and life styles.

PRIMARY ACTIVITY: (K-3)

1. Hold up picture story mounted on a card board leveling.
2. Have students relate safety rules being observed by composing a short story.
3. Write short story on tag board—cut apart between lines.
4. Place story in envelope and fasten to picture story card.
5. In free time students arrange all parts of story face up on desk in proper order so they can read story again and look at picture.

MATERIALS:

1. Picture of safety rules being observed on work situation
2. Tag board
3. Envelope

VARIATIONS:

1. Have students write out story on tag board and cut.
2. Group work a story through student appointed jobs—one print, one cut, one arrange, etc.
3. Use pictures of single occupations—compose short story about occupations.

TITLE: Foods/Nutrition

SUBJECT MATTER: Health/Science

PURPOSE:

1. To enable students to see values of proper eating/nutrition habits.

(6.1) 2. To enable students to understand the relationships between an occupational role setting and life style.

PRIMARY ACTIVITY: (4-6)

1. Study the proper balanced diet-what food groups.
2. Study the types of foods people buy on a very small income-use govt. information/ magazine information.
3. Study the types of food people with middle income and high income buy.
4. Compare these to the ideal diet-what are the results in nutritional life styles.

MATERIALS:

1. Information on buying habits of various levels of income-through govt.
2. Survey stores to see what types people often buy what types food.

VARIATIONS:

(16.1B) 1. Discuss and learn good eating habits.

2. Discuss and identify work involved in good eating habits-shopping, preparing, cleaning-up.

3. Have students then identify a work and work setting and how he is a worker with nutrition-helping set table, helping with food, etc.

(6.1F) 1. Discuss types of occupations involved in nutrition–Dietitians, Chefs, Buyers, Inspectors, etc.

2. Each student choose one and do an interview or other research to identify life styles of occupation chosen (include hours worked, education, pay estimate, type of work, place of work).

3. Report to class–class then summarizes the importance of nutrition people in our daily lives.

(6.1J) 1. Individual identifies an occupation he/she is interested in.

2. **Study or research occupation (local house pay, etc.).**

3. **How would this effect eating habits (no time to cook properly, not enough income for proper food, having to eat at commercial place, etc.).**

TITLE: Ears and Nose Awareness

SUBJECT MATTER: Health/Science/Art

PURPOSE:

1. To enable students to become aware of function of nose and ears plus care.

(5.2) 2. To enable student to recognize the variety of types and sources of education and training.

PRIMARY ACTIVITY: (K-3)

1. Have students find pictures of how ears are used and nose used (listen to music, listen to radio, smelling flowers).
2. Make a bulletin board showing uses.
3. Study care of nose/ears=keep clean, do not abuse.
4. Students then identify three types of education or training available in community to learn this (health clinic, school nurse, own doctor, hospital, etc.).

MATERIALS:

1. Magazine of people
2. Resources of how to care for nose/ears

VARIATIONS:

(5.2C) 1. Study construction of nose and ears and how they function.

2. Visit (if possible) an ears, nose, throat clinic or office or have guest speaker–identify various roles, jobs.

3. Students then identify three places to receive education beyond high school-various positions require different types of training.

(5.2E) 1. Students identify various occupations related to nose/ear care while learning structures of nose/ear.

2. Students then find out types of training available for occupations.

3. Students then explain how the type of education–on-the-job-training, vocational/tech. training–comparing and contrasting purpose and nature of training would be offered for each occupation.

(5.2J) 1. *Students study requirements of various occupations in the ear/nose/throat area in* terms of job entry skills.

2. Students then researches, compares, and contrast community colleges and proprietary schools as to types and durations of programs offered.

TITLE: The Government as a Producer

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To be introduced to a government tax system. To understand that the government is a business too.

(9.3) 2. For the individual to understand the relationship between political systems and citizen role.

PRIMARY ACTIVITY: (4-6)

1. Make picture of people the governemnt must pay and materials it must purchase with the tax money for a bulletin board or chart.
2. Discuss and see how many things the students can add.
3. Take the class for a tax walk. Observe goods and services that families buy together, streets, police protection, defense, bridges, schools, parks, zoos, etc. On return from walk, discuss why families buy some of these things together.
4. Play the following game: "I'm thinking of army tanks" Do families buy these by themselves or together? Students respond, "Together" or "By themselves".

MATERIALS:

1. None needed

TITLE: What Do Your Grandparents Do?

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. For the student to identify causes and effects of an increase in leisure time.

(7.1) 2. For the individual to understand the relationship between leisure roles and life styles.

PRIMARY ACTIVITY: (K-12)

1. This is like the typical show and tell situation only the people doing the showing and telling can be grandparents. Grandparents have usually found the time to develop a hobby with the family grown and gone. For example:
    a. One grandfather is now a bookeeper.
    b. Someone's grandmother may be a renowned cook.
    c. Someone's grandparents may be wildflower experts.
    d. There are many other possibilities.
2. When the grandparents attend class the students are able to identify and explore alternative leisure roles and settings.

MATERIALS:

1. Printed cards for each pupil's file to obtain information as to their grandparent's hobbies.

VARIATIONS:

1. Students could be required to:
    a. Write on the grandparent guests.
    b. Make a drawing demonstrating the guest hobby.
    c. Do a report on the material necessary to start a like hobby.

TITLE: Health Services

SUBJECT MATTER: Science/Health

PURPOSE:

1. To motivate study of human body systems (skeletal, muscular, etc.).

(5.2) 2. For the individual to recognize the variety of types and sources of education and training.

(6.3) 3. For the individual to acquire information about occupations.

PRIMARY ACTIVITY: (4-6) (7-9)

1. Prepare simulated job application with questions such as expected salary—education—training—etc.
2. Students choose one occupation from list of hospital jobs that he would like to investigate.
3. Gather information from interview—S.R.A. Occupation briefs—Career Encyclopedia or book on health services to fill out application with a background that would be reasonable for the occupation of their choice.
4. Read and evaluate one another's applications.

MATERIALS:

1. S.R.A. Occupational briefs
2. Career Encyclopedia
3. Variety of books on working in health services
4. Job application forms

VARIATIONS:

1; Using same type of information student can write a story. A Day in the Life of (____).

2. Role play hospital—Contacts by patients from—Diagnosis to treatment. Role parts are chosen by applications.

TITLE: Nature Inspires Art Activities

SUBJECT MATTER: Science/Fossil Formation/Art-design & texture

PURPOSE:

1. To visualize how fossils imprints are formed. To use nature objects in a creative way and to improve observation skills.

(7.2) 2. For the individual to understand the relationship between leisure roles and their settings.

PRIMARY ACTIVITY: (K-3) (4-6)

1. Make a nature plaque.

2. View film on how fossils are formed.

3. Collect a number of nature objects such as leaves, shells, twigs, etc. Look for things with interesting texture--Grease items to be used lightly with vaseline.

4. Prepare a small flat pan, box, or plate by greasing the sides lightly with Vaseline.

4. Put paper clip or hanger in bottom of box then make a creamy mixture of plaster of paris, pour into the flat container.

6. Press nature objects into plaster of paris in pleasant arrangement to form imprints and set aside to dry.

7. When dry remove objects, wipe plaster with dry cloth to remove Vaseline, and paint with poster colors.

8. Read short stories or biographies about natural science artists such as Audubon or Benjamin West.

MATERIALS:

1. Film on how fossils are formed

2. Plaster of paris

3. Aluminum pie pans or plastic covers

4. Nature objects such as leaves, twigs, etc.

5. Stories or biographies on Naturalists

VARIATIONS:

1. Use modeling clay and objects for imprints and make a temporary display.

2. Lay objects under pieces of paper and crayon over top. Texture will leave imprints --Cut out items and arrange on colored paper.

TITLE: Home Metrics

SUBJECT MATTER: Math/Home Ec.

PURPOSE:

1. To enable the student to become familiar with metric units of measure—meters—liters and grams to recognize change in use of measuring units.

(8.2) 2. For the individual to identify the factors that influence family role (setting, occupation, peers, age, government policies, etc.).

PRIMARY ACTIVITY: (K-6)

1. Discuss the affect moving to metric measurement will leave on individual.

2. Bring in several household items that are referred to by dimension such as 6 inch cake pan—2 qt. pot, etc. Measure the item or its capacity with the cm. ruler, gram scale or liter container and label it.

3. Cook or bake something from a recipe written in metrics (Teacher may have to convert a recipe to metrics to be used).

4. Collect old recipes from grandmother or an older person that may have unstandardized measuring units. Compare recipes and discuss standardization and change in communicating recipes.

MATERIALS:

1. Meter rulers

2. Gram and kilogram scales

3. Liter and milliliter containers

4. Recipes

5. Ingredients for recipes

6. Household implements

VARIATIONS:

1. Students bring in recipes and convert it to metric measures by pouring from one container to another.

2. Measure items in classroom using metric devices. Make a list for reference—Arrange a variety of items and have students estimate size in terms of metric units—then verify by measuring.

TITLE: Electrical Wiring Tasks

SUBJECT MATTER: Science/Electricity

PURPOSE:

1. To give the student the opportunity to become familiar with electrical circuits.

(6.3) 2. For the individual to acquire information about occupations.

(6.6) 3. For the individual to gain experience in work related roles or settings.

PRIMARY ACTIVITY: (4-6)

1. Assemble dry cells, lamps, sockets, and bell wire in a work area.
2. Post wiring diagram of lamps in a series circuit and parallel circuit.
3. Elect one capable student as electrical inspector.
4. Individuals complete wiring tasks listed and have electrical inspector sign worksheet when they check to see if the individual did a proper wiring job.
5. Invite an electrician in to tell about his job—Show wiring diagram for house or other job, etc. Show tools and how they are used.

MATERIALS:

1. Dry cells
2. Small lamps and sockets
3. Bell wire and wire cutters and strippers; Work sheet with wiring tasks listed & questions to be answered.
4. Resource person (electrician)
5. Wiring diagram charts made from science book showing diagrams of simple wiring tasks.

VARIATIONS:

This activity can be varied by complexity of tasks given.

1. Wire a flashlight bulb to the two poles of battery.
2. Wire a set of lamps in series circuit and then in parallel circuit-compare brightness.
3. Diagram for making an electromagnet.
4. Wire a door bell.
5. Wire a lamp w[illegible]etal contact switch.

TITLE: Community Projects

SUBJECT MATTER: Science/Ecology/Social Studies & Community Agencies

PURPOSE:

1. To recognize the individual's responsibility for environment.

(9.2) 2. For the individual to identify factors that influence citizen roles.

PRIMARY ACTIVITY: (4-6)

1. Contact a community agency and volunteer to do a community service project with class.
2. Have a member of the agency explain how that agency serves the people of the community.
3. Our class visited the Chamber of Commerce who connected us with the park dept.– Students were provided with tools and asked to clean up and rake the city parks.
4. Also viewed the slide show prepared by the Chamber on its organization and services.

MATERIALS:

1. Resource person from government or service agency.

VARIATIONS:

1. Have a member of a service club explain the function and purpose of the club.
2. Interview parents who belong to service clubs and then make a list of benefits the community enjoys from the proceeds of these clubs.
3. Have a school yard clean up day. Pick up and dispose of trash and weed flower beds.

TITLE: Hobbies–Rocks

SUBJECT MATTER: Social Studies/Science

PURPOSE:

(1.3) 1. For the individual to recognize settings and experiences that provide knowledge of self and others.

(7.2) 2. For the individual to understand relationships between leisure roles and their settings.

PRIMARY ACTIVITY: (K-6)

1. Encourage students to bring or share a hobby that relates to subject area you are studying –Have him tell how he became interested in that hobby and where he gets his material from.
2. When studying rocks and minerals bring in collections.
3. Using emery cloth-individuals can polish a soft rock.
4. Wrap polished rock in copper wire and put on ribbon or chain to make a necklace.
5. Introduce term lapidary-rockhound-geologist.

MATERIALS:

1. Specimens of soft rock
2. Copper wire and ribbons or chains
3. Emery cloth and rock polish

VARIATIONS:

1. Collections that students have may be brought in shared and mounted in some fashion for permanent display.
2. A bulletin board or display case can be used to share "Hobby of the Month". May relate to special week of the month-as-April 15-21 is national coin week–Coin collection can be displayed that month or week.

TITLE: Operators License

SUBJECT MATTER: Science/Social Studies/Citizenship

PURPOSE:

1. To develop pride in doing an assigned task properly.

(5.2) 2. For the individual to recognize the variety of types and sources of education and training.

(4.1) 3. For the individual to identify experiences which utilize interpersonal skills.

PRIMARY ACTIVITY: (K-6)

1. Offer a class in how to operate and take care of audio visual equipment.

2. Test at end of class to be passed which will enable the student to be awarded a license to operate equipment.

3. Student to be assigned to take care of and operate equipment for classes.

4. License should be renewed each year.

MATERIALS:

1. Movie projectors

2. Slide projectors

3. Tape recorders

4. Cassette recorders

VARIATIONS:

1. Individual may be licensed to operate just one machine.

2. After receiving instruction on how to perform a room duty the individual may be issued a permit to perform the duty. May also be issued a permit to instruct others in how to perform a task.

TITLE: Balancing a check book

SUBJECT MATTER: Math

PURPOSE:

1. To provide the learner with an opportunity to use a two or three step problem solving process. Reinforcement of adding, subtracting, and multiplying skills.

(6.6) 2. For the individual to gain experience in work related roles and settings.

PRIMARY ACTIVITY: (4-6)

1. Assign each student an account number and instruct students how to make out checks and deposit slips.
2. Give the student a balance sheet with a balance amount stated.
3. Write a number of problems to be solved such as: You bought 4 rose bushes at 2.49 each and paid for it by check—or you mowed 3 lawns and earned 4.00 for each which was deposited.
4. Each payment must be accompanied by a corresponding check made out and each deposit with a deposit slip and the amount added or deducted from balance sheet—Keep a running balance as each problem is solved—Check if final balance is correct—if not see it they can retrace and discover their mistake.

MATERIALS:

1. Copy of a report page from checking account book
2. Simulated blank checks and deposit slips
3. Mimeographed page of problems that will determine amount of checks or deposits

VARIATIONS:

1. Problems may be increased in difficulty and be directed to any computational process by using fractions-or percents.

TITLE: Having a Sale or Exhibit

SUBJECT MATTER: Social Studies/Math

PURPOSE:

(6.6) 1. For the individual to gain experience in work related roles and settings.

PRIMARY ACTIVITY: (4-6)

1. Create a company or corporation from the class.
2. Divide into job groups or departments such as purchasing-advertising-sales modeled after a company organization.
3. But the ingredients for an item that can be processed and resold—Have a sale such as-Pie sale at lunch hour. Taffy apple sale-cookie sale, etc.
4. Each group or department carry out its duties-processing may be done on assembly line basis.
5. Accountants figure cost income and profit or loss.

MATERIALS:

1. Capital for investments to buy
2. Raw materials for processed item
3. Cooking appliances

VARIATIONS:

1. Bring in empty boxes and cartons—stamp prices on them, role play store—use play money. Take turns playing various roles—stock boy-clerk-customer-mgr., etc.
2. Stage an exhibit of-books we wrote-art work-or social studies projects. Assign area of responsibilities such as-demonstrater (show how work was done) tour guides-advertisers-publicity, etc.

TITLE: Farm to Market Mural

SUBJECT MATTER: Social Studies/Marketing & Distribution

PURPOSE:

1. To develop an understanding of the relationship between geographical factors and the marketing and distribution of a product.

(6.4) 2. For the individual to understand the relationship between and within the occupational world and economic system.

PRIMARY ACTIVITY: (K-6)

1. Make a mural depicting a consumable product from-farm-to processing to retail market to consumer.
2. Use or make maps to study growing season and availability of product.
3. List all workers involved in processing and transporting product.
4. Visit retail market and observe-pkg.-display-storage and pricing activities for the product.

MATERIALS:

1. Mural paper and media such as chalk, magic markers, or crayon
2. Product and growing season maps for local area

VARIATIONS:

1. Role play processing or marketing of product-make applesauce or apple pie-butter-Depending on product.
2. Divide class into groups and each group study and make oral presentation as-farmers, factory workers, truckers, buyers stockers, and clerks.
3. Plan a series of field trips where students could observe the operation of each business example-visit apple farm-ware house or cannery, or cider mill-trucking Co.-market.

TITLE: Can He Do That?

SUBJECT MATTER: Social Studies

PURPOSE:

(6.2) 1. For the individual to recognize that occupations tend to cluster in several ways.

PRIMARY ACTIVITY: (K-3)

1. Put a list of qualifications on the board—such as:
   Can work with his hands
   Is good in mathematics
   Can talk in front of group—etc.

2. Ask the student to choose one category and make a collage of people who must satisfy that qualification to perform their role or occupation.

MATERIALS:

1. Magazines with pictures of people

VARIATIONS:

1. Put pictures of various buildings on the board, Church-school-home-hospital-office-factory. Students cut out pictures of people who would play an important role in that building and pin in beneath the appropriate place.

2. Put pictures of various tools on the bulletin board. Write words that would be names for peoples jobs or roles on strips of paper. Ask the student to put names of people who would use that tool in the column beneath that tool (names can be for reading vocabulary improvement).

CAREER DECISION MAKING

TITLE: Hilly-flat, Hot-cold

SUBJECT MATTER: Geography/Social Studies

PURPOSE:

1. To enable students to recognize the effects of geography on people.

(11.2) 2. To enable students to identify factors which influence decision-making.

(6.10) 3. To enable students to identify reasons an individual may choose to or not to enter a specific occupation.

PRIMARY ACTIVITY: (4-6)

1. While studying a particular area or state other than Michigan, have students list things a person might do during a normal day.

2. Identify things on the list (or try to add others) that people would not likely do if they lived in Michigan because of the different climate or physical setting.

3. Assist the students in identifying occupations that are common in the other area or state and not in Michigan (and visa versa). Identify why.

4. If they were to choose one of these occupations would they want to move?

5. Summarize through a discussion which draws out the following point: Geography is often a factor which influences decisions of persons to enter a particular occupation.

TITLE: Animals Make Decisions Too!

SUGGESTED SUBJECT: Science

PURPOSE:

1. To increase students' knowledge of animal behavior.

(10.1A,B,C,) 2. To enable students to identify situations and events in their lives that involve decision-making.

PRIMARY ACTIVITIES: (4-6)

1. Initiate activity by leading a discussion of decisions students made this morning from the time they awakened and the present.
2. Help class or group to list as many of these decisions as possible as either a group or individual decision.
3. Begin a discussion of students' pets and the decision they made this morning.
4. Help the class or group list as many as possible as either group or individual decisions.
5. Compare and contrast two lists in a class discussion. Note: The pet list will be "individual" dominated. The discussion can be summarized by emphasizing the number of decisions we made without realizing it at the time, and by emphasizing the importance of other people in our decision-making.

VARIATIONS:

1. Discussion can be expanded to identify the effects that students' decisions have on others (family, pets, friends, etc.).

TITLE: Music Decision Making

SUBJECT MATTER: Music/Art/Language Arts

PURPOSE:

1. To enable students to learn differences in music styles.

(11.2) 2. To enable students to acquire skill in relating factors that influence a decision to identify options.

PRIMARY ACTIVITY: (K-3)

(11.2) 1. Students listen to several types of songs or sing several types of songs-ballads, humorist, serious, (or other choices).

2. Students then choose which one they like the best-perform the song.

3. Next tell by drawing a picture or record on tape why they choose the song (do not accept—I like it—but why they liked it).

4. Lead discussion of the various factors students noted as to why they selected the songs they did.

MATERIALS:

1. Selection of songs-records or students sing.

2. Tape recorders.

3. Drawing paper—crayons.

VARIATIONS:

(11.2B) 1. Students go to the "music store" that has records, sheet music, tapes, simple instruments, etc.

2. Students identify one they want most.

3. After purchase give reasons for their choice.

(11.2C) 1. Tour a band room and explain the instruments—if possible handle or hold.

2. If band members are present have them explain the instruments and what is involved in playing them (holding breath, puckering lips, holding heavy instrument).

3; After tour students describe different characteristics that are required for instruments.

4. How do the characteristics suggest different options to band members or in considering relaxation playing to students.

(11.2H) 1. Student interview serious music students in school or professional musicians.

2. Record person's interests, achievements etc.

3. Take achievement tests, interest inventory performance records, ability test.

4. How do all of these relate to what was learned in the interview.

5. Students present the correlation or results in terms of self-read through reports or oral presentation.

TITLE: Good Work Box

SUBJECT MATTER: Language Arts

PURPOSE:

1. To have students observe and write about positive work habits and goals.

(11.1) 2. To enable students to acquire skill in developing options.

PRIMARY ACTIVITY: (4-6)

1. Begin by discussing good (positive) work habits that you have noticed in the classroom.
2. Prepare class list of positive and negative actions and results after discussion (cite classroom examples) of options of methods of work.
3. When student sees someone exhibit good work habits as an option to poor ones, they write out what they saw student do and put in box signed or unsigned.
4. Once a day have student read slips of paper from the box.
5. Initiate class discussion about how students feel about good work habits and how they made their choices of the work they did.

MATERIAL:

1. Cut slot in top of shoe box.
2. Cover or decorate box.
3. Provide a supply of paper beside box.

VARIATIONS:

(11.2C) 1. After discussion of positive/neg. work habits, students observe work habits of others and self for one day—explain in an essay or on tape why different characteristics may suggest different options in study/work for individual.

(11.2A) 1. Identify specific work habits per occupation and options open based on individual work habits—match work habits with those required by occupations through an advertisement for the occupation.

(11.2A) 1. Given two activities students enjoy, students will choose one and give reasons for choice by way of acting out the reasons as in a commercial or drawing and labeling reasons as in a magazine—expand to study of various commercials.

(11.2B) 1. Given three items individuals would like to buy he or she will determine which one they want MOST and give reasons why in the same form of a news copy article—can expand to study of various journalism styles.

(11.2) 1. Study story of LITTLE RED HEN and discuss attitude of characters toward the work needed to be done—discuss options that were open to the characters and their decisions.

(11.2) 1. Play a game of checkers or similar decision making game with variety of options (tic-tac-toe) write out reasons, choice, results, in chart form—chart out game.

TITLE: Multiplication

SUBJECT MATTER: Math/Art

PURPOSE:

1. To enable the students to see the relationship of multiplication to addition.

(11.1) 2. To enable the students to acquire skills in developing options.

PRIMARY ACTIVITY: (4-6)

(11.1B) 1. Have the students learn to multiply by twos (or any other number).

2. Students then make a chart using the same pictures or number symbols to illustrate multiplying by twos.

3. Next, have the students make a chart using the same pictures or numbers to show addition of the same numbers (3+3 or 4+4) etc.

4. Compare the two charts. (Each student could do one number set).

5. Relate the results by identifying two (2) relationships between multiplying and adding.

MATERIALS:

1. Paper
2. Crayons
3. Paste
4. Markers
5. Flash cards or multiplying worksheets

VARIATIONS:

(11.1A) 1. Given the task of learning numbers, the students will work out three (3) ways of doing the task.

2. The teacher then follows through on the suggestions by the students.

(11.1E) 1. Given the task of using multiplication, the student identifies two leisure and two occupational options it is used in.

2. After identifying options, have the students give examples.

3. Choose one example, and find pictures or draw pictures of the use of multiplication.

TITLE: Health and Senses

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To enable the student to identify senses and their functions and importance.

(10.2) 2. To enable the student to identify factors that influence decision-making.

PRIMARY ACTIVITY: (4-6)

(10.2B) 1. Have the students identify five (5) senses and choose one (1) they value the most.

2. Divide the class into five groups according to the choice of senses.

3. In the small groups, have the students role play a given job or activity without the use of the sense their group represents. (eg. passing out papers without the use of their eyes).

4. Have the students then list the reasons why they chose the particular sense they did as being the most value to them.

5. Initiate class discussion about reasons listed.

MATERIALS:

1. List of jobs or activities.

2. Paper to write factors for their decisions.

VARIATIONS:

(10.2A) 1. Have the students identify one (1) sense.

2. Students then could discuss how that sense influences their daily decisions.

3. Act out some of those decisions with the senses identified.

4. Act out decisions without using the particular sense. How would the same decision be made without the sense?

(10.2E) 1. After study of the five senses, have the students place a value on each sense using a 1-5 point rating system. (Number can be used more than once).

2. Auction off the five senses. (Students total points based on ratings).

3. Students cannot "buy" more than their total rating points. (If they bid all of their points on sight, they will then be without points to bid on the other senses, or they may spread out their bidding to gain a little use of all five senses). Students would bid high on those

they did.

(10.2F) 1. Give the students a list of famous sculptors and have them select one they would like to investigate further.

2. Have the students research the sculptor including the life style of the sculptor.

3. Then have the students project themselves in the career of that sculptor.

4. Then discuss the possible factors upon which the famous scupltor made his or her decision to become a sculptor.

5. Or discuss what factors a person should consider in order to become a sculptor.

TITLE: Professional Sports Careers

SUBJECT MATTER: Physical Education/Health

PURPOSE:

1. To enable student to understand physical requirements of a sport (professional).
2. (11.2) To enable student to acquire skill in relating factors that influence a decision to identify options.

PRIMARY ACTIVITY: (4-6)

1. Students choose a sport played professionally or a person who is a professional athlete.
2. Research through media, books, interviews, etc.–What life style is required of that sport (e.g.–curfews, diet, etc.).
3. What options are open to that person if they leave the professional sport career.
4. Make a book or chart of what they have learned.
5. Make class presentation of findings including factors that influenced their choice of sport to study.

MATERIALS:

1. Resource materials, books, tapes, people, films, etc.–concerning life in sports.
2. People for interviews in local level who have chosen sports as a career.
3. Materials for book or chart–paper, pencils, etc.

VARIATIONS:

(11.2A)

1. Have students perform two movements–one slow, one fast, (crawling, running, skipping, creeping).
2. Student will choose which one they like.
3. Give reasons for choice.

(11.2B)

1. After a tour of a sporting store or a look through a physical ed equipment catalog make a list of equipment needed for a favorite sport and list of equipment for a sport not liked.
2. Compare lists–which items are involved in activity liked.,
3. List two more activities liked in physical ed.

4. Decide which equipment they would most like to "order" or "buy".

5. Give reasons why they choose these.

(11.2D)1 1. Study professional and olympic athletes--study physical make-up, training, likes, dis-likes, etc.

2. Make a master matrix of what specific characteristics are required for each sport.

3. Students then choose what professional sport they would like to pursue.

4. Compare self to career on matrix which characteristics does student have in comparison with those on the matrix.

TITLE: Play Acting

SUBJECT MATTER: Language Arts/Oral Language

PURPOSE:

1. To enable a student to speak in public or before an audience.

(11.4) 2. To enable student to acquire skill in stating and implementing a plan of action.

PRIMARY ACTIVITY: (4-6)

(11.4A) 1. Discuss the various parts of characteristics in a play or nursery rhythm and their roles.

2. Have students identify what part he wants and how he will go about obtaining the part (try outs).

3. Students then implement plan for try outs.

4. Present play or skits based on nursery rhythm—or other short stories.

MATERIALS:

1. Short stories, plays, nursery rhythms

2. Any stage props needed for play

3. If can read—script—if not oral or record of play.

VARIATIONS:

(11.4B) 1. Study various types of plays—narrative action, Greek chorus, etc.

2. Students choose a particular leisure activity related to plays (scenery, writing, customs, etc., acting, directing).

3. Students then develop a personal program aimed at learning the necessary skill.

4. Use skill in producing a play or program.

(11.4B) 1. Students choose a leisure skill they would like to learn—playing instrument, roller skating, playing ball, juggling, tumbling.

2. After choosing skill student develops program for learning skill that follows through.

3. Meanwhile study types of shows and carnivals presented in the middle ages when bands of players roamed early England and Europe entertaining courts.

4. Students then present their carnival or talent show displaying the newly acquired skills.

(11.4C) 1. Study satire, pantomime, and commercials.

2. Study each other's and self qualities or traits both positive and negative.

3. Students then present a picture of an ideal person (work as group).

4. Students then make a plan of experiences or events using the satire, pantomime, or commercial format to present his ideals to class concerning the self traits that are negative to changing then to positive. Each student does his own series.

(11.4E) 1. Similar to above but go into more depth in changing a part of one's life style--actualize it.

TITLE: Measuring

SUBJECT MATTER: Math

PURPOSE:

1. For the students to gain experience in using linear measuring instruments.

(10.1) 2. For the individual to identify situations and events in his or her life that involve making decisions.

PRIMARY ACTIVITY: (K-3)

1. Each small group gets 1 bean, 1 one inch ruler, 1 regular 12 inch ruler, 1 yardstick.
2. Groups measure and list number of beans, one inch rulers, 12 inch rulers and yardsticks it takes to get from classroom door to main office door in school.
3. Groups decide which method of measurement is fastest/slowest, which method is least accurate.

MATERIALS:

1. Navy Beans
2. Paper 1" Ruler
3. Rulers
4. Yardsticks

TITLE: Using Graphs

SUBJECT MATTER: Math/Science

PURPOSE:

1. To recognize how graphs can be used. To learn to read graphs and to introduce types of graphs.

(11.1G) 2. Given a specific intellectual skill the individual can identify options that would involve that skill.

PRIMARY ACTIVITY: (4-6)

1. Collect graphs from many places and post on bulletin board with picture and title of person in occupation which uses the graph:

   Nurse—temperature graph
   Salesman-sales graph
   Clerk—graph of item usage
   Weathermen—rainfall and temp. graphs

MATERIALS:

1. Magazines—cut graphs from

2. Individual resources—graphs they use in their work

VARIATIONS:

1. Make a bulletin board showing how individuals use averages on their jobs.

2. Why people round off numbers.

TITLE: What's it Like Today

SUBJECT MATTER: Science/Social Studies/Weather & Health

PURPOSE:

1. To become oriented with a calendar and time measurements; days-weeks-months, etc.
2. To begin observation of weather signs.

(10.2) 3. For the individual to identify factors that influence decision making.

PRIMARY ACTIVITY: (K-3)

1. A large bulletin board display with calendar—thermometer and weather symbols.
2. Each day use the large calendar to point out the day and date—Students may wish to write it down. Observe outdoors and decide what symbols represent the day's weather—put them on a section marked TODAY. Move red mark on thermometer chart to proper temperature. From pictured clothing choose appropriate ones to wear and discuss how it is related to weather symbols.

MATERIALS:

1. Calendar
2. Pictures of clothing items-boots-umbrella, heavy coats, etc.
3. Weather pictures—cloud, rain, sun, snow, etc.
4. Thermometer with red and white adjustable elastic to put at correct temperature(May be pictured with ice, water, sun, rather than actual numbers for Kdg.

VARIATIONS:

1. Chart may be pictures of tools to choose from--Describe a task to be done and choose the appropriate tools and discuss why they would be needed.
2. Plans for a party--Choose pictures of objects that would be appropriate in terms of:
    - Age of guests
    - Kind of party
    - Money to be spent

TITLE: What I Want To Get

SUBJECT MATTER: Math

PURPOSE:

1. To strengthen skills in problem solving—addition and multiplying.

(6.4) 2. For the individual to understand the relationship between and within the occupational world and the economic system.

(11.2) 3. For the individual to acquire skill in relating factors that influence a decision to identified options.

PRIMARY ACTIVITY: (K-6)

1. The individual writes down the list of items he wants for Christmas.
2. Look items up in catalog for price—figure total price for items on his list.
3. Multiply total cost for his list by the number of people in his family—discuss the amount in terms of average incomes.
4. Using listed prices rewrite items in order of preference within a cost limit.

MATERIALS:

1. Christmas catalog, or
2. Toy or gift catalog, or
3. General catalog

VARIATIONS:

1. Make a list of desired items—Look up prices in an up to date catalog. Compare prices with a catalog 5 yrs. ago and if possible 20 yrs. ago.
2. Using catalog prices figure the cost of equipping one room of the house with furniture, appliances, etc.

TITLE: Individual Planning

SUBJECT MATTER: Spelling (Words can be chosen from any subject area).

PURPOSE:

1. To develop proficiency in spelling.

(12.1) 2. For the individual to identify and evaluate educational options in terms of self assessment.

PRIMARY ACTIVITY: (K-6)

1. Devise a contract on which the student can list the words he chooses for the week and describe the activities he will do to study the spelling and definition of the words.

2. Post or provide a file of optional activities the individual can choose from for his independent study.

3. Ask student to graph his final test scores—Review contracts for study methods and compare to graphs of final tests for correlation.

MATERIALS:

1. A card file of spelling lists designed to develop a particular skill or for a particular group of words—short vowel words, silent e, etc.—months of the year—state & capitals—math, science, or social studies vocabulary etc. graduated in difficulty.

2. Final test to be used for each list.

3. File or bulletin board listing study methods and activities.

VARIATIONS:

1. Use vocabulary list from science or social studies—contract for study methods.

2. Math tasks such as learning X tables or combinations may be assigned using similar contract—Optional study suggestions may be listed such as writing tables down—using flash card—listening to tapes, etc.

TITLE: Exploring the Ocean

SUBJECT MATTER: Science/Oceanography

PURPOSE:

1. To develop an awareness of the physical problems to be considered during ocean exploration.

(11.1) 2. For the individual to acquire skills in developing options.

PRIMARY ACTIVITY: (4-6)

1. Ask students to design his or her own sea lab.
2. Research done on bathyscaph and bathysphere.
3. Consider basic physical needs–food, water, air.
4. Plan schedule of activities in underwater sea lab for three days with awareness of limited movement.
5. Discuss their feelings about their underwater living quarters.

MATERIALS:

1. Drawing paper and pencil
2. Or cardboard boxes

VARIATIONS:

1. Student may be asked to design a houseboat that they could live on.
2. Design a space bubble or underwater bubble living area.

TITLE: Graphs tell a Story

SUBJECT MATTER: Math/Science

PURPOSE:

1. To use a scientific approach for collecting and analyzing data.

(10.2) 2. For the individual to identify factors that influence decision making.

PRIMARY ACTIVITY: (4-6)

1. Ask each student to keep a graph on some daily phenomena such as--number of absences.
2. Analyze graphs for patterns--such as are there generally more absences on certain days of the week.
3. List possible causes for rise in absences, look for correlation on graphs.

MATERIALS:

1. Graph paper
2. Information on subject to be graphed

VARIATIONS:

1. Graph the number of people that buy hot lunches, correlate it with items on the menu.
2. Graph scores on spelling tests or math work sheets. Watch for improvement or progress.

TITLE: Planning Meals

SUBJECT MATTER: Science (Nutrition)/Math

PURPOSE:

1. To be able to plan a nutritious, appealing meal and recognize cost factor. To make use of information involving the basic food groups.

(6.1) 2. For the individual to understand the relationship between an occupational role, its setting, and life style.

(11.2) 3. For the individual to gain decision-making experience by making systematic decisions.

PRIMARY ACTIVITY: (4-6)

1. Using a chart of the basic food groups, plan a day's menu for the individual's family.
2. Using grocery ads, clip out prices used and estimate cost for the groceries for the day's meals.

MATERIALS:

1. Grocery ads from newspaper
2. Chart of basic food groups

VARIATIONS:

1. Make a set of problems using grocery ads to provide practice in multiplication and division skills. Cost of 3 lbs. of meat if price is advertised at 78 cents per lb., etc.
2. Keep a record of food consumed for a 3 day period. Compare to basic food groups to see if you are eating nutritionally balanced meals.

TITLE: Health Simulations

SUBJECT MATTER: Health/Language Arts

PURPOSE:

1. To assist the student to develop basic first aid practices.

(11.3) 2. For the individual to gain decision-making experiences by making systematic decisions.

PRIMARY ACTIVITY: (4-6)

1. Review general first aid rules from a first aid unit.

2. Design 6 stations--deal with hypothetical accidents that require first aid knowledge. At each station have an adult or other person who has had first aid training and will be knowledgeable of what steps should be taken for the accident situations.

3. Divide the class into small working teams. As each team proceeds from one station to another they must state their plan of action and then carry it through to fit the hypothetical situation.

MATERIALS:

1. First aid materials

2. Health or first aid texts

VARIATIONS:

1. Divide class into small working teams.

2. Teacher presents a hypothetical accident. Within their groups the students select a victim(s), decide what they will do, and implement their plan in a role play situation.

3. Discuss the situations and solutions for the problem.

4. Present more hypothetical situations.

TITLE: The Influences of Advertisements

SUBJECT MATTER: Language Arts/Art/Economics

PURPOSE:

1. To assist the students to participate in group decision-making processes.

(11.2) 2. For the individual to acquire skill in relating factors that influence a decision to identified options.

PRIMARY ACTIVITY: (4-6)

1. To realize how propaganda, cliches, superstitions, and peer groups affect choices we make. The child selects magazine advertisements that appeal to him. The child then states why he chose them (what influenced his decision).

   Define underlined words.

2. In small groups the children design a "negative commercial" by selecting a product and looking at many brand advertisements for that product (ex. toothpaste). Their commercial must convince people not to buy the product.

3. Look at billboard techniques which are eye-catching.
   List as many techniques as possible and have individuals sketch those that were popular with the class. From the sketches the children can work in small groups to design eye-catching bulletin boards for the class.

MATERIALS:

1. A collection of magazines

2. Paper for sketching (etc.)

TITLE: Fact or Opinion

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To assist students to be able to listen to differing points of view.

(11.3) 2. For the individual to gain decision making experiences by making systematic decisions.

PRIMARY ACTIVITY: (4-6)

1. Discuss what is meant by fact and opinion.
2. Children give examples of fact and opinion.
3. Make a blank chart or ditto.
4. Have the children record from the chalkboard statements relevant to them.
5. Have the children read the statements and mark the statements as to fact or opinion.

MATERIALS:

1. Individual charts to be filled in.

Sample questions:

1. Abraham Lincoln was the best president of the United States.
2. Pontiacs are American made cars.
3. Girls are smarter than boys.
4. All words contain at least one vowel.
5. Art is the most interesting subject in school.
6. Level spelled backward is level.
7. Lisa is the most beautiful girl in school.
8. Pink is prettier th[illegible]ue.
9. Jim weighs 68 pounds.
10. It is important for everyone to go to college.

TITLE: Everyone Does Their Thing

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist learners to participate in group decision making processes.

(10.2) 2. For the individual to identify factors that influence decision making.

PRIMARY ACTIVITY: (4-6)

1. Each child in the role play group is given a card stating who they are and what their special activity is. An introduction is read by the teacher–This family group must decide where to do their activities taking into consideration the needs and interest of the other family members. There are 4 bedrooms, a bathroom, a living room and a kitchen in the home. The piano is in the living room.
2. Each child that has a card reads it to the class.
3. Group discussion and solutions by the class follow the presentation.

MATERIALS:

1. Grandmother–is 70, she likes to knit and must take a nap after supper around 6:00 p.m.–7:00p.m.
2. Father–is 45, he works 11:00 p.m.–7:00 a.m. and sleeps from 3:00 p.m.–10:00 p.m. which allows him to do other activities like golfing, fishing, carpentry, during daytime hours.
3. Mother –works from 3:00 p.m. to 11:30 p.m. as a nurse. This allows her to sleep from 12:00 a.m.–7:00 a.m. During the day she spends time with father, does housework, ceramics, and works on church projects and sings in the choir.
4. Jean –is 15, she attends school during the day. She needs to practice cheerleading, and piano.
5. Jim –is 18, is working part-time while going to school during the morning. He works as a musician in a jazz band playing drums from 6:00 p.m.–11:00 p.m. He must practice from 1:00 p.m.–4:00 p.m. every day.

How and when can each member of the family participate in their individual activities without interfering with the other family member's activities.

CAREER PLANNING AND PLACEMENT

TITLE: Individual Skills

SUBJECT MATTER: Physical Education/Language Arts

PURPOSE:

1. To enable students to prepare a plan of action and follow through in a skill building program.

(13.3) 2. To enable the student to assess the probability of attaining goals.

PRIMARY ACTIVITY: (4-6)

(13.3B) 1. Set the goal of achievement as an obstacle course or medley of activities skills.

2. Have the student decide what skills are needed to obtain goal.

3. Students then plan an individual advance program of learning skills plus a way of evaluating them.

4. Students then carry out program to show how developing ability in a specific skill can aid in obtaining their goal.

5. Initiate class discussion of advantages of advance planning to learn skills.

MATERIALS:

1. Paper, pencil for program of skill

2. Ditto describes medley or obstacle course or a demonstration of what is required.

VARIATIONS:

(13.3A) 1. Have a ball bouncing relay or a broad jump.

2. Have students explain what physical skills they needed to achieve goal of above.

3. Did they do well or poorly—what effect did their personal skills have on their achievement of their goal (too short, not fast enough, didn't know how, too shy to try, too much in a hurry to listen to rules, etc.).

4. Suggestions from student of how he will improve to gain goal.

(13.3E) 1. Give a skill test, after test have students score their achievement.

2. Pass out a worksheet of what skills are needed to pass test (can work for any activity).

3. Student then identifies those attributes he/she possesses and which he/she does not possess to obtain skill—based upon previous test.

1. Students set up a specific goal of physical growth (lifting so many weights, learning back flips, shot putting so many yards).

2. Individual now identifies three specific factors which might interfere with attainment of one's goal.

3. Set up a program to avoid the three factors mentioned above.

4. Discuss results of programs students set up to attain identified goals.

TITLE: Musical Rhythm

SUBJECT MATTER: Music/Physical Ed./Language Arts

PURPOSE:

1. To enable the student to realize what is involved in rhythm.

(14.1) 2. To enable the student to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

PRIMARY ACTIVITY: (4-6)

(14.1B) 1. Have the students listen to a song you choose.

2. Then have the students try to imitate the rhythm of the song without listening to the song again.

3. Have the students look at the music score of the song and try to imitate the rhythm or beat.

4. Have the students then identify what information and skills they need to read the music and to gain the correct timing or rhythm.

5. Then have the students gain the knowledge and practice the skills to be able to imitate the beat of the song. Or create one of their own songs by writing on sheet music.

MATERIALS:

1. Sheet music of recorded song
2. Record of the song
3. Blank music paper
4. Individual rhythm skills worksheet

VARIATIONS:

(14.1A) 1. Students listen to song in class.

2. Have the students then look at the sheet music of the song played.

3. Then have the students identify situations where knowing how to read music is necessary or where it is good to know but not necessary.

(14.1F) 1. Have the students choose a music career from a list generated in class or by the teacher.

2. Then have the students research the requirements of colleges or music schools with regards to the career they have identified.

3. Students then relate how these requirements involve knowing how to read music (to what degree or proficiency should sheet music or sight reading play).

4. Have the student prepare an academic program for high school that should be followed to "gain admission" to music school for the identified music career.

(14.1P) 1. Have the students research musical instruments and their philosophy regarding reading music.

2. Write these institutions and acquire information necessary for admission to that school.

3. Present these findings to the rest of the class in the form of an original composition, either instrumental or song.

TITLE: Word Lists--Alphabet

SUBJECT MATTER: Language Arts/Reading

PURPOSE:

1. To acquaint the students with the alphabet and careers available.

(16.2) 2. To enable the students to periodically assess progress on his or her career plan.

PRIMARY ACTIVITY: (K-3)

(16.2A) 1. Using alphabet/picture cards, have the students sound the letter and say its name, then name the career shown on the card.

2. Have the students then choose three (3) cards and write the letter or name of the career on a work sheet under that letter.

3. Help the student set a goal of mastering a given number of cards per week.

4. On Wednesday of the week, discuss progress with the student.

MATERIALS:

1. Word sheets, ditto

2. Alphabet cards (see example)

VARIATIONS:

(16.2B) 1. Have the students research a list of alphabet careers relative to whether the jobs are primarily inside or outside (or any other conditions).

2. Write careers in alphabetical order and write the special considerations of the job, like whether it is mostly inside or outside work.

3. These can be done with cards instead of lists.

4. Have the students identify the steps they will use to accomplish the tasks.

5. At the end of a couple of days, have the student identify where they are at in the steps and how long it will take to reach the goal they have established.

(16.2D) 1. Have the students make up a list with at least two (2) careers for each letter of the alphabet. This can be done from a sample list handed out.

2. Have the student develop a general plan for researching the careers on the list they develop.

3. Have the students establish checkpoints for the plan.

4. Have the student implement the plan and evaluate progress at the established checkpoints.

(16.2F) 1. Give the students a list of goals or activities and then have them relate the list to the careers listed on the alphabetic cards and make a chart.

2. Then have the students identify two (2) different ways to monitor a person's progress in attaining these careers–put these on the chart across from the careers.

SAMPLE ALPHABET LIST

A–ASTRONAUT, ARTIST, AVIATOR

B–BRICKLAYER, BARBER

C–COOK, CARPENTER

D–DOCTOR, DENTIST

E–ELECTRICIAN, ENGINEER

F–FIREMAN, FARMER

G–GARDENER, GROCER

H–HAIRDRESSER, HOSPITAL ATTENDANT

I–INTERN, ICECREAM MAN

J–JANITOR, JEWELER

K–KING

L–LAWYER, LABORER, LIFEGUARD

M–MILKMAN, MUSICIAN

N–NEWSPAPERMAN, NURSE

O–OPERATOR, OFFICER, OVERSEER

P–POLICEMAN, PHOTOGRAPHER, PRINTER

Q–QUEEN

R–ROOFER, REPAIRMAN

S–SPACEMAN, SEAMSTRESS

T–TRUCK DRIVER, TEACHER

U–UMPIRE, UNIVERSITY PROFESSOR

V–VETERINARIAN

W–WEATHERMAN, WATCHMAN

X–X-RAY TECHNICIAN

Y–YEOMAN

Z–ZOOKEEPER, ZOOLOGIST

TITLE: Lunch Room

SUBJECT MATTER: Math/Social Studies/Health

PURPOSE:

1. To enable student to see practical application of counting & counting practice.

(14.2) 2. To enable student to identify and acquire information and skills necessary to gain employment related to identified career goals.

PRIMARY ACTIVITY: (K-3)

1. During a week or two weeks students take turns role playing or actually do a classroom job (after interview to see if counting skills are adequate).

2. Jobs could be collecting money for milk, for lunch tickets. Counting is needed to pass out change, milk, lunch tickets.

3. Students decide what skills are needed and hold interviews in classroom—change jobs every day so everyone has a chance.

MATERIAL:

1. A basic skill work sheet to be used as an application for job—only those who can correctly work can be interviewed.

VARIATIONS:

(14.2B) 1. Interview school lunch room workers a. cook, b. manager, c. clean up person.

2. List ways in which Math or Arithmetic play in serving lunches.

3. "Help" in figuring out how many servings can be taken from one can of fruit (or what ever) How many cans needed for that day's lunches.

4. Choose one worker and follow through duties and find out ways arithmetic is used:
    a) Custodian=(How long time is needed to clean up after how many students).
    b) Cook=(Serving size & amount needed).
    c) Manager=(What to order and how budget is figured).

(14.2E) 1. After identifying two sources of information about jobs available in the food service area:
    a) School lunches
    b) Commercial Food Shops
    c) Institutional Food Areas for jobs.

2. List what skills are required during an interview with employers.

3. Find out what tests (if any) for arithmetic are required.

(14.2J) 1. Individual research two potential employers in the Food Service Area and identify job requirements (especially math) and factors going with employment.

2. Evaluate own skills in the required areas.

TITLE: Interviews–Acquiring Information Through Communication

SUBJECT MATTER: Language Arts

PURPOSE:

1. To enable student to acquire information regarding how to carry out a proper interview.

(14.2) 2. To enable student to identify and acquire information and skills necessary to gain employment related to identified career goals.

PRIMARY ACTIVITY: (4-6)

(14.2C) 1. Have students interview each other without any pre-discussion or clues.

2. Discuss what happened–what information they were able to gather–compare results and note.

3. Next study the way to conduct a proper interview–What amount of pre-planning, thought, direction should take place.

4. Students identify two skills necessary for interview success.

5. Interview three friends or relatives (do prior Planning).

6. Compare results with first try-students draw conclusions.

MATERIALS:

1. Information on interviewing skills, resource people

VARIATIONS:

(14.2A) 1. Have discussion as to what an interview is.

2. Have students interview each other for practice–each choose a partner and interview each other.

3. Make a list of classroom jobs–students decide the qualifications for each job.

4. Have students elect interview board (Employment Bureau).

5. Students then interview with "Employment Bureau" for class jobs.

6. The "Employment Bureau" employs best "applicant" for job.

7. This could be done on a weekly or daily or monthly basis-changing roles.

(14.2E) 1. Have students identify the types of jobs they are interested in.

2. Student then identifies two sources for information about jobs available in community.

3. Students interview sources about qualifications required of job interest chosen.

4. Evaluate interview and jobs available.

5. Relate results.

(14.2I) 1. Students interview various employers and employment agencies in community to gain information about resume contents. Find out how and what employers like to see.

2. Make a master sample of a good quality resume compiling information each student has found.

3. Students then develop their personal resume according to master sample and adjusting it to their needs.

TITLE: Biographies

SUBJECT MATTER: Language Arts/Reading

PURPOSE:

1. To enable students to read about other people, to acquire a like of reading.

(13.1) 2. To enable students to identify and state tentative career goals and alternative goals.

PRIMARY ACTIVITY: (4-6)

(13.1B) 1. Study what Biographies are—how developed and written.

2. Have students choose a biography of a successful person and outline the success in terms of goals.

3. Students read biographies–noting what attention to his goal the subject gave at an early age–what helped person attain goal.

4. Compare biographies to see trend of how attention to one's possible career goal at an early age helped person attain goal.

MATERIALS:

1. Various Biographies of successful people.

VARIATIONS:

(13.1A) 1. Have students identify a goal of future, (week, month) relating to school or home.

2. Discuss what a biography is.

3. Students then project attainment of chosen goal and write biography or tell biographical story including plan to achieve goal.

(13.1E) 1. Students read various biographies of famous people who's interest were varied (Leonardo da Vinci, Ben Franklin, Edison, etc.).

2. Students then give two reasons why people form multiple career goals.

3. Students identify how formulating alternative goals can enhance a person's flexibility.

4. Have students write a simple autobiography emphasizing the alternative goals student now has and flexibility (sports, dancing, etc.).

(13.1G) 1. Students choose goals–occupational, leisure, educational, and citizen.

2. Project self ten or twenty years from now.

3. Write autobiography showing student's interest and career options related to interest and how these allowed person to achieve goals that allowed student to express interest.

TITLE: Team Skills

SUBJECT MATTER: Physical Ed./Citizenship

PURPOSE:

1. To enable students to learn roles and positions of team sports.

(17.1) 2. To enable students to modify or redesign career plans, if evaluation indicates.

PRIMARY ACTIVITY: (4-6)

1. Students list goal of team sport (position would like to play, score goal, team spirit, etc.).
2. Work on team sports.
3. Students evaluate goal according to plan worked out to achieve goal.
4. Revise plan if goal was not reached, list 3 reasons plan may have to change.

MATERIALS:

1. Paper/pencil
2. Discussion of team work, citizenship
3. Team sports

VARIATIONS:

(17.1A) 1. Give plan for an activity or team activities for week of Physical Ed.

2. Do not carry through plan.

3. Have students give reasons plan was not carried out (lacking equipment, no gym shoes, not enough people, bad weather out, etc.).

(17.1C) 1. Divide class into groups of 4 people and give each group a list of skills they must accomplish as a team.

2. Allow time for accomplishment after team has turned in a plan of action.

3. At end of allowed time have teams evaluate accomplishments and achieved goals.

4. Students then describe how he or she would have adjusted activities in order to make greater progress.

(17.1F) 1. With a group of fours—group sets goal—lifting weights, shooting baskets, etc.

2. Make two plans for individuals to reach goals, plans should show two different ways a person or group could channel energy upon reaching the goal (what comes next?)

TITLE: Pottery

SUBJECT MATTER: Art/Library

PURPOSE:

1. To teach students how to make coil pottery.

(14.1) 2. To teach students to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

PRIMARY ACTIVITY: (4-6)

(14.1B) 1. Students are to make a coil pot following instructions given below.

2. Students research how to make a coil pot in the library or from resources within the room.

3. Students then write out step by step method of how they are to make coil pot—include a picture of what finished pot will look like.

4. Follow own steps and make coil pot.

5. Initiate class discussion relative to importance of planning work and then working the plan, also the importance of having adequate information and skills before assuming a given task.

MATERIALS:

1. Resource books of coil pottery
2. Clay
3. Paper and writing tools
4. Crayons for pottery drawing

VARIATIONS:

(14.1A) 1. Give students lump of clay and ask them to make a pot.

2. While students are working have a discussion to see if they can identify the immediate situation of needing certain knowledge and skills.

3. After putting clay away students then write what situation they identified and what skills are needed that they identified while working with clay.

(14.1E) 1. Given a list of pottery careers students research at least three careers.

2. After research students would then tell which occupations require apprenticeships and where they get it.

3. Also identify which careers require vocational or tech.–preparation and where they can get it.

4. Students compile all their information for a master list.

(14.1M) 1. Students research community for adult Ed. classes offering pottery.

2. Visit such classes and interview students as to previous training or education.

3. What information was gathered by students–present it to class–Why types of training or classes offered (Job, enrichment, credit, etc.).

TITLE: Writing a Science Play

SUBJECT MATTER: Science

PURPOSE:

1. To reinforce basic concepts in a particular science area-(Light and color).

(15.2) 2. For the individual to demonstrate a commitment to and act upon his or her plans.

(15.1) 3. For the individual to identify and utilize resources necessary in the implementation of his or her plans.

PRIMARY ACTIVITY: (4-6)

1. View films that dramatically portray science concepts such as "Hemo" or "Our Mr. Sun" jot down ideas.

2. Divide class into small groups and give each a basic concept to work into a dramatic portrayal.

3. Have each group choose a chrm. and recorder and give a basic outline to be followed:
    1. Statement of the concept
    2. List of visual props that can be used
    3. Create characters
    4. Write dialogue

4. Each group present their part to the class and group decide on order of presentation and method of putting it together.

5. List jobs for the play such as director-producer-props, etc. and elect individuals to fill roles.

6. Put play on for other classes and parents.

MATERIALS:

1. To be listed and procured by group

2. Area or stage for presentation

VARIATIONS:

1. Can be less complex if play is already written and student groups simply procure props and choose individuals for parts.

2. Portrayal of historic moments could be done in time sequence.

TITLE: Planning Ahead

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist students to organize and express selections which accurately reflect the learner's intended meaning.

(13.4) 2. For the individual to plan personal programs to reach identified career goals.

PRIMARY ACTIVITY: (4-6)

1. Have the students make a list of goals they would like to achieve in the next week. Put the list in a prominent place, and then review a week later to see if the goals were reached.
2. Have them list their life goals and what has to be done to make the goals and dreams come true.
3. Visit the cook in the school cafeteria, observe how she plans meals. Such plans must consider time, variety, nutrition, and cost.
4. Have the children work with their parents to create an actual week-long menu.

MATERIALS:

1. Construction paper

TITLE: Classroom Jobs

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist the learner to utilize appropriate grammar, punctuation, spelling, etc. in expressing themselves.

(14.2) 2. For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

PRIMARY ACTIVITY: (4-6)

Explain to students that:

1. Personal "resumes" are often required of applicants for jobs.
2. Children help identify those things important in a resume. The list should include things like: name, address, telephone number, personal information (age, size, general health) education, experience, and why they are capable of handling the job.
3, Select classroom jobs.
4. Each child submits a resume for the job he feels he is most qualified.
5. Appoint a selection committee to review the resumes and decide which applicants should be interviewed.
6. The teacher helps the children realize the importance of making the final decision about hiring an applicant on the basis of his qualifications as revealed in the resume and interview.
7. This may provide a way for many children in the room to assume leadership roles.

MATERIALS:

1. Blank and sample resumes

EASY ACCESS GUIDE

	SELF AWARENESS	CAREER AWARENESS	DECISION MAKING	PLACEMENT
LANGUAGE ARTS	74, 75, 76, 77, 149, 152, 153, 154	21, 23, 25, 28, 79, 80, 82, 155, 157, 158	43, 44, 57, 72, 114, 115, 160	55, 56, 59, 62, 73, 100, 103
MATHEMATICS	11, 77, 95, 107, 108, 109, 110	19, 22, 26, 28, 32, 78, 97, 98, 99, 104, 105, 106, 111, 117, 118, 119, 156, 159	45, 57, 96, 102, 113, 114, 115, 116	100, 101, 103, 112
SCIENCE	8, 74, 77, 89, 90, 91, 92, 93	22, 25, 27, 78, 87, 88, 117, 120	84, 85, 86, 94, 114	54, 55, 59, 83, 101, 103
SOCIAL STUDIES	8, 9, 11, 75, 76, 149, 152, 154	19, 20, 25, 26, 78, 79, 80, 82, 106, 111, 117, 118, 119, 155, 157, 159	43, 57, 61, 63, 160	53, 54, 56, 70
ART	9, 11	21, 28, 41, 78	41, 44, 63, 72	62, 73
HEALTH	8, 10, 74, 90, 91, 108	27, 67, 87, 120	42, 45, 61, 66	52, 53, 54
MUSIC		24, 32, 158		70
PHYSICAL ED.	12, 95, 110	19, 23, 104, 105		52
HOME ECONOMICS	10, 107, 108	67, 118	42, 66	53
INDUSTRIAL ARTS	10			53

SELF AWARENESS AND ASSESSMENT

TITLE: Smoking

SUBJECT MATTER: Science/Health/Government

PURPOSE:

1. To enable students to investigate the effects of smoking on the smoker and others.

(3.1E) 2. To enable the student to identify individual and group consequences of his or her actions.

(3.1J) 3. To enable students to contrast the rights of an individual as the right of a group.

PRIMARY ACTIVITY: (10-A)

1. Give a presentation (lecture, movie, or guest speaker) on the scientific effects of smoking. Conduct a filtering experiment with a vacuum pump and burning cigarette.
2. Discuss effects on nearby non-smokers.
3. Have class develop proposed legislation to control/prohibit smoking. Attempt to reach a class consensus on this legislation.
4. A city councilman or state legislator could be invited to discuss the future of such legislation.
5. Summarize by discussing the importance of considering individual and group implications before taking actions.

TITLE: Our Art/their Art

SUBJECT MATTER: Social Studies/Art Appreciation

PURPOSE:

1. To acquaint studies with the art of other people's.

(1.2) 2. To enable students to recognize similarities and differences between their interests and values and those of others.

PRIMARY ACTIVITY: (7-9)

1. While studying a foreign land, have students identify art of the land. Have students indicate which of the identified art they like and that they do not like.
2. Have students view 10 art objects (selected by you to include pop art & classical art) and rank them individually according to their preference.
3. Comparestudent's ranking, noting differences.
4. Draw out through discussion the role of interests and values of individuals in deciding what is art. Note that these differences in preference exist within the class as well as across continents. Emphasis: One's unique interests and values help make them an individual.

TITLE: Dark Kitchen/Shop

SUBJECT MATTER: Home ec./Shop/Health

PURPOSE:

1. To enable students to work as a team in fixing a meal or cleaning the shop.

(1.1) 2. To enable students to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

PRIMARY ACTIVITY: (7-12)

1. Have class generate a list of physical handicaps.
2. Have students in each kitchen or work area, draw a handicap from hat (i.e. Blindness, deaf, etc.) each one in team has a handicap.
3. Role play handicap and fix a simple lunch/clean an area in the shop.
4. Observe safety rules as much as possible.
5. After activity discuss or write which activities were hard or impossible to accomplish with a handicap.
6. Relate this to the development of skills and how we become "good" at something—While others are hard to achieve.

MATERIALS:

1. Equipment and tools needed for a simple lunch or clean up - those usually found in area.

VARIATIONS:

(1.1D) 1. Have students play act getting a meal/both boys and girls.

2. At end discuss which chores are the easiest and why; which do they like best?

3. What is the relationship to what they like and do the best?

(1.1H) 1. Have students make a list of generally stereotyped "Masculine" and "feminine" behaviors or characteristics usually observed in the classroom/or any situation—(Home chores distribution).

2. Cover list-choose a partner-Not best friend.

3. Each partner make a list of his own and the other's characteristics of behavior (at least five).

4. Uncover general masculine-feminine list.

5. Each person mark "F" or "M" next to those characteristics on individual lists which identify with those on master list.

6. Compare partners lists-Relate impressions (Good discussion starter).

(1.1J) 1. Have students role play a handicap.

2. Each student list what types of after school activities they could participate in with a handicap.

3. Next each student make a list of activities they now participate in without handicap.

4. Compare activities-compare what is learned in each activity-how would one's intellectual skill be affected by role play handicap.

TITLE: The Shapes of Cities

SUBJECT MATTER: Art/Civics/Math (geometric shapes)

PURPOSE:

1. To promote awareness of the physical make up of a city.

(3.2) 2. To enable students to recognize both individual and group aspects in working on one job.

PRIMARY ACTIVITIES: (7-A)

1. Initiate activity by leading a discussion of the kinds of geometric shapes that are around-use each day, at school, at home, in the community.

2. Allow the class to divide into small groups or divide the class yourself.

3. Assign each small group a different section of your community to draw a model or make pictures using geometric shapes (business district, industrial section, auto dealerships, residential sections, etc.).

4. Encourage students to divide the work-load in each small group.

5. Put models or pictures together to form your classroom city.

6. Initiate class discussion regarding how the students divided the work-load among themselves and how it was necessary for each individual to contribute to the assigned small group task in order for the small groups' work to be combined to make the 'city'.

7. Initiate discussion about increased awareness of various geometric shapes.

MATERIALS:

1. Geometric patterns: circles, triangles, squares, rectangles, half circles

2. Drawing paper

3. Crayons or tempera paint

VARIATIONS:

1. Have students draw in perspective

2. Do various work districts by job clusters

3. Do photo collage as a group & intermix with drawings on some models.

4. Do map layout of city – draw in districts from 'aerial view'.

TITLE: Who Me?

SUBJECT MATTER: Physical Education

PURPOSE:

1. To provide physical exercise for students.

(1.1) 2. To enable students to recognize similarities and differences between his or her physical, intellectual, and emotional characteristics and those of others.

PRIMARY ACTIVITY: (7-A)

1. Have students perform a wide variety of exercises, varying from physical durability to finger dexterity.
2. Have students record their performance.
3. Have students identify their strengths and weaknesses in terms of the exercises performed.
4. Identify 2 students who can out perform others on 2 exercises.
5. Discuss with the class reasons and implications of the different abilities.
6. Draw out, through the discussion the parallel between physical, intellectual, and emotional differences.

TITLE: Being Alone

SUBJECT MATTER: English/Health/Science

PURPOSE:

1. For the student to be able to express their feelings.

(1.3) 2. For the student to recognize settings & experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (7-A)

1. The teacher might present the concept of "being alone" to the class without positive or negative tones.
2. Have each pupil explore his own feelings about being alone and recall what he does when he is by himself. Then each pupil can express his feelings or tell what he does in the following ways: (pick one)
   a. Write a composition.
   b. Discuss it in a group.
   c. Draw a picture.
   d. Write a song or poem.
   e. Find a song, poem, or picture that expresses it best.
3. You may want to go further with the following questions:
   Is it important to be alone?
   When do you like to be alone?
   What are the pleasures of being alone? What are the problems?

MATERIALS:

1. Library
2. Record player
3. Art material

TITLE: Happiness Is?

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. For the students to be able to express their feelings and express basic needs.

(1.3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (7-A)

1. Use board to keep suggestions befors eyes of students. The nature of this discussion should be "Happiness Is", starting with common characteristics of human happiness, and some less common possibilities. Show a hierarchy of basic needs. Broaden discussion out into area of jobs and careers. (Why are people happy with their work? Unhappy? Absent from work? etc.).

MATERIALS:

1. Board
2. Chalk

TITLE: Comparing Value Patterns of People

SUBJECT MATTER: Social Studies/English

PURPOSE:

1. For the individual to be able to exchange information and ideas in a group discussion.

(1.2) 2. For the individual to recognize similarities and differences between his or her interests and values and those of others.

PRIMARY ACTIVITY: (7-A)

1. Watch "The Rookies" and "Ironside".
2. Discuss the differences between the way police problems are solved.

Alternative:

1. Watch the Walton's, the Brady's, and the Bunker's families.
2. Discuss the different family relationships.

TITLE: A Whole Person

SUBJECT MATTER: Language Arts/Math/Science

PURPOSE:

1. To present to the pupils the idea that it takes all our capabilities to achieve goals, solve problems, and make decisions.

(2.1) 2. For the individual to recognize that self development is the result of interaction between personal characteristics and his or her environment.

PRIMARY ACTIVITY: (7-12)

1. Ask for three sets of four volunteers and in each set assign the following roles:
   a. Physical self
   b. Intellectual self
   c. Emotional self
   d. Social self

2. Each sets make up a whole person and the four pupils involved will decide what they call the person they make up and how he will handle one of the following situations:
   a. Decide what to do during the day when school is cancelled.
   b. Find a way to make up with a friend after a fight.
   c. Find a summer job.

3. Each set could then write and present a play about the person they make up.

MATERIALS:

1. Props for the plays.

TITLE: Drug Abuse

SUBJECT MATTER: Science (Physiology)

PURPOSE:

1. To enable students to learn about and debate their views concerning the effect of drug abuse on their physiological systems.

(4.3) 2. For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

PRIMARY ACTIVITY: (7-9)

1. Students investigate the digestive, respiratory, and nervous systems.
2. List pros and cons of smoking, using alcohol, sedatives, amphetamines, and hallucinogens on large chart.
3. After students debate concerning the legalization of certain abused drugs, the class can verbally voice their views.

MATERIALS:

1. Resource person, preferably an inhalation therapist
2. Films on smoking and health
3. Large chart

VARIATIONS: (10-12)

1. Student—conducted meeting and debate of drug abuse issue to which parents, law officers, physicians and pharmacists have been invited and encouraged to participate.

TITLE: Health Career Opportunities

SUBJECT MATTER: Science (Physiology)/Health

PURPOSE:

1. To enable students to learn about opportunities in health careers by personal or telephone interview.

(1.3) 2. For the individual to acquire listening, attending, responding, and initiating skills.

PRIMARY ACTIVITY:

1. Students role play using good interviewing techniques on each other, both face-to-face and in a simulated telephone conversation.
2. Students interview a health worker of his choice.
3. Preparation of a research paper discussing the career of the person interviewed.

MATERIALS:

1. Possible mini-trips to job sites
2. Access to telephones

VARIATIONS: (10-12)

1. Identify those health careers which require that a worker develop (1) good listening skills, (2) empathy, and (3) good communication.

TITLE: Health Careers

SUBJECT MATTER: Science (Physiology)/Health

PURPOSE:

1. To provide exposure to the many health careers opportunities and to recognize what personal traits might be necessary to pursue each.

(1.3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (7-9)

1. Field trip to hospital to talk to various health workers at their job site-dietitians, lab technicians, hospital social worker, physical therapist, emergency room attendant, etc.
2. Describe information gained about himself or herself from experiences described in act.1.

MATERIALS:

1. Films and filmstrips on health careers.
2. Resource people such as R.N., Dentists, inhalation therapist and other health workers not visited at the hospital.

VARIATIONS: (10-12)

1. On a rotating basis, students spend part of each day with community pharmacist, ambulance driver, veterinarian, mortician, etc.
2. Prepare a paper which would discuss value of each job and their own personal likes and dislikes of each job.

TITLE: Plants–Profit or Pleasure

SUBJECT MATTER: Science (botany)

PURPOSE:

1. To enable students to understand the various ways that plants enhance their lives and to pursue a botany project of their own choice.

(1.2) 2. For the individual to recognize similarities and differences between his interest and values and those of others.

PRIMARY ACTIVITY: (7-9)

1. Investigate various types of work where employment depends directly on plants.
2. Field trips to florist-gift shop, nursery, paper mill, vineyard.
3. Select a project which relates to the area of plant production student enjoyed most and state three reasons why a particular project was selected.

MATERIALS:

1. Individual project materials
2. Films on landscaping, paper-making
3. Speakers such as park managers, landscape designers,seed salesmen, tree surgeons, etc.

VARIATIONS: (10-12)

1. Learn what job areas are directly related to plant growth and production. Choose any two to investigate by personally interviewing representatives of the job areas student is most interested in.

TITLE: Heredity vs Environment

SUBJECT MATTER: Science

PURPOSE:

1. To enable students to appreciate their own uniqueness; to see the types of traits they possess and how they might have been acquired.

(1.1) 2. For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

PRIMARY ACTIVITY: (7-9)

1. Students explore simple dominant-recessive characteristics through study and films.

2. Chart the following characteristics of themselves, their parents, material, paternal grandparents; eye color, hair color, hair texture, (straight or curly), dark skin, extra digits.

3. List five charateristics of human beings that are due to heredity and two that may be explained by the influence of environment.

MATERIALS:

1. Elementary genetics resource books, films, concerning DNA, mitoses and meiosis

2. Chart paper

VARIATIONS: (10-12)

1. Field trip to state institution to investigate results of mutations and hereditary defects.

2. Make a wall chart illustrating and comparing meiosis and mitosis.

3. By means of a Punnett square, figure the possible offspring of a man who is brown-eyed (but has the recessive gene for blue eyes) and curly haired (but has the recessive gene for straight hair) who marries a woman with the same traits and the same genetic code.

TITLE: I'm Batting 341

SUBJECT MATTER: Math/Physical Education

PURPOSE:

1. To develop the ability to change a fraction into a decimal.

(L3) 2. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (7-9)

1. Make a meaningful fraction out of hits and total at bats.
2. Convert the fraction to a batting average.
3. Upon collecting data of the high school team, have the students compile a top ten hitters list.

MATERIALS:

1. Pencil and paper.

VARIATIONS:

1. Use a newspaper sports clipping and have students confirm the data present.

(10-12) 2. Use a mini-computer to find batting averages of various players.

TITLE: Penny Wise.

SUBJECT MATTER: Math/Home Economics

PURPOSE:

1. To introduce students to the difference in cash and installment buying.
2. Give the student practical 2 and 3 step problems.

(4.1) 3. For the individual to identify experiences which utilize interpersonal skills.

PRIMARY ACTIVITY: (7-9)

1. Have student select a desired product such as a bicycle, stereo, or such, then proceed to at least 2 stores to inquire about purchasing through installment buying and cash.
2. Next compute the savings one would find.
3. Discuss the advantages and disadvantages of both methods.

MATERIALS:

1. Paper and pencils.
2. Shopper's Guide.

VARIATIONS:

(10-12) 1. Older students could also look into borrowing from bank instead of installment buying.

TITLE: Cadillac or VW.

SUBJECT MATTER: Math/Home Economics/Community Living

PURPOSE:

1. Give students the concept of a budget and discuss how it affects their living environment.
2. Practice their computational skills with decimals and percents.

(3.2) 3. For the individual to recognize both the individual and group aspects of life-career roles.

PRIMARY ACTIVITY: (10-12)

1. Given a salary of $12,000 or $22,500, the student will determine his monthly allowances for shelter, transportation, clothing, recreation, etc.
2. Upon determining his budget allotments, he will select his type of home, car, vacation and so on that will fit that budget.

MATERIALS:

1. Paper and pencil.
2. Newspapers for ads on cars, homes, etc.

VARIATIONS:

(4-6) 1. Discuss monthly payments such as car, house, electrical, etc., then total to find the total expense for a month.

(K-3) 2. Exchange pictures of cars with price on them talking about the cost.

TITLE: Deliberately Wrong.

SUBJECT MATTER: Math

PURPOSE:

1. To develop one's confidence in his abilities that have been developed.

(4.3) 2. For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

PRIMARY ACTIVITY: (7-9)

1. The teacher to deliberately add or multiply incorrectly in working a problem on the blackboard.
2. To check a problem wrong that is right on a student's paper.

MATERIALS:

1. Chalk.
2. Blackboard.

VARIATIONS:

1. Have stronger students assist the weaker to relate and help one another.

(10-12) 2. Develop team contest where a team must come up with the solutions to 3 problems.

TITLE: I'm Better than Walt Frazier.

SUBJECT MATTER: Math/Physical Education

PURPOSE:

1. To practice figuring shooting percentages.
2. To familiarize the student with a means of comparing statistics without the same totals.

(1.3) 3. For the individual to recognize settings and experiences that provide knowledge of self and others.

PRIMARY ACTIVITY: (7-9)

1. Have student shoot 50 or 100 free throws then compute his shooting accuracy.
2. Collect data from "Sporting News" on the shooting percentages of the NBA or ABA players and have students rank themselves with the best.

MATERIALS:

1. Basketball and hoop.
2. Pencil and paper.

VARIATIONS:

(10-12) 1. [illegible] students be statisticians for school teams, recreational teams, etc.

2. Have student enter tournaments to compete under pressure.

TITLE: Everybody's Doing It

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To show how strongly patterns might influence individual behavior.

(3.3) 2. For the individual to understand the effects of role expectation on individual behavior.

PRIMARY ACTIVITY: (7-9)

1. Early in the day, six students might be asked to act as confederates. At a fixed signal they would be expected to interrupt their work and to perform, one after another, similar actions uncommon to classroom routine.

   For example: During a period of study when it is absolutely silent the teacher would hand a piece of chalk to the first confederate. He would then print his name forward and backward on the board and hand the chalk to the second confederate. The second would do the same task, then the third and so on. Eventually the last confederate can hand the chalk to the next students and, if the pattern has been clearly established the rest of the class will probably continue to take turns printing their names forward and backward on the board.

   To be successful the pattern should follow a chronological order. Students can later discuss and evaluate the reasons for their actions.

TITLE: Family Goal Evaluation

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To allow students to participate in group decision making processes.
2. (3.2) For the individual to recognize both the individual and group aspects of life-career roles.

PRIMARY ACTIVITY: (7-9)

1. Class discussion of the concept of goals (What goals do I have as a student? etc.)
2. Through small group discussion, students will list five goals of their family (providing food, education, values, etc.).
3. In small groups students will create a poster, collage, mural, or mobile to illustrate the family goals of each group.

MATERIALS:

1. Magazines, paint, butcher paper, coat hangers, construction paper, glue, etc.

TITLE: The Water Is Wide

SUBJECT MATTER: Language Arts

PURPOSE:

1. To assist the learner to communicate with precision.

(1.2) 2. For the individual to recognize similarities and differences between his or her interests and values, and those of others.

PRIMARY ACTIVITY: (10-12)

Read and study The Water is Wide by Pat Conroy. Students write a composition which answers the following two questions?

1. How do you think Pat Conroy's values were influenced by his environment? (family, society, etc.).

2. Based on your understanding of your own set of values, how do you think you would have reacted to Pat Conroy's situation? Explain.

MATERIALS:

1. The Water is Wide, Pat Conroy

TITLE: Personal Diary

SUBJECT MATTER: Language Arts/Social Studies

PURPOSE:

1. To assist the learner to be able to express personal feelings.

(2.3) 2. For the individual to recognize that change in self concept can be a result of learning, physical growth, and for maturation.

PRIMARY ACTIVITY: (10-12)

1. Give learners a folder to decorate. Their decorations should tell something of their likes, dislikes, etc.

2. Learners are to take 10-15 minutes of class time each day, or given days-regular schedule necessary-to write their feelings, experiences, moods, dreams. Teachers will not read these unless asked to by learners.

3. Self evaluation-learners are to review every few days, thinking about what they've been doing and thinking. They should question themselves about moods, attitudes, etc. and decide if there are generalizations that can be drawn concerning talents, personality, changes needed, etc.

4. Learners may share any ideas or moods with class if they desire.

The teacher may point out that after one has become used to the self-evaluation process, writing may be adjusted or deleted (excluding class requirements).

MATERIALS:

1. Folders, markers, paint, magazines, glue, scissors, writing paper, pencils, pens

CAREER AWARENESS AND EXPLORATION

TITLE: Professional Sports – Entertainment or Business?

SUBJECT MATTER: Physical Education/Math/Social Studies

PURPOSE:

1. To enable students to see other aspects of professional sports besides the actual entertainment.

(6.4) 2. To enable student to understand relationship between and within the occupational world and the economic system.

PRIMARY ACTIVITY: (10-A)

(6.4V) 1. Initiate class discussion about history of sports from that of entertainment to Big Business.

2. Students choose one very popular sport event like super bowl football on T.V. or local popular sports event.

3. Research how much money is brought in through ticket sales, commercial sponsors, etc.

4. Research how much money is paid out and to whom and what.

5. Initiate a discussion on the "hidden" expenses of a sports event.

MATERIALS:

1. Interview with people

2. Books, financial records, cost reports, A.V. materials

3. Information received from correspondence

VARIATIONS:

(6.4D) 1. Students identify some equipment used in physical education classes.

2. Identify where equipment comes from – visit sports equipment store.

(6.4H) 1. Study a group or team sport – hockey, basket ball, football.

2. Have an individual explain concept of "Division of Labor" by listing various positions on team and management of team-(coach, water boy, manager, referee).

3. List each job on team and off.

4. Beside each "job" give role played by that person and his contribution to "Product".

5. Explain how each is dependent on another for a proper "team" effort.

(6.4N) 1. Given a list or researching a master list of sports that have gained a wide following have students research growth in popularity.

2. Have students select which ones have gained large followings in the past 20 years.

3. Which are becoming more popular today?

TITLE: Geography/Topography (maps)

SUBJECT MATTER: Social Studies

PURPOSE:

1. To enable students to become acquainted with problems of various regions of U.S. in terms of geography.

(5.1) 2. To enable student to understand individual differences in education and training needs.

PRIMARY ACTIVITY: (10-A)

(5.1G) 1. Students study different geographical regions.

2. Discuss problems related to geography– a. earth quakes, b. mud slides, c. erosion, d. drought, e. floods.

3. Study what is being done about these problems.

4. List what people and careers are involved.

5. Arrange for various resource people to discuss occupations with students.

6. Students then analyze the role of education in preparing people for them.

MATERIAL:

1. Resources of geographical regions

2. Resources of terrain problems

3. Descriptions of various jobs connected with the solving of problems

4. V.I.E.W.

5. Various resource people

VARIATIONS:

(5.1A) 1. Discuss different areas of community or state.

2. Make an "education" map–locate by symbols (the students make) educational institutions and training facilities.

3. Students ask four adult friends or relatives where they received their education or training.

4. Place a symbol on map to identify above.

(5.1B) 1. Have larged opaqued maps of community made.

2. Students interview three adults in terms of where they work, recreational interests–where they pursue them, their entertainment areas etc.–Find out where they spend their time.

3. Plot out their activities on the maps.

4. Compare the different maps–relate their educational experiences to the activity maps.

(5.1C) 1. Do a large community map of school district.

2. Students break up into groups to interview people.

3. Find out where person lives and what education he has.

4. Locate homes on community map–compare what types of education people of various areas have.

5. Does the community seem divided into educational thus career division=residential regions.

TITLE: Art Training

SUBJECT MATTER: Art/Language Arts

PURPOSE:

1. To enable student to study and find out what is available in Art training and identify his needs.

(5.2) 2. To enable student to recognize various types and sources of education and training.

PRIMARY ACTIVITY: (10-A)

1. Interested students research schools that offer an art program and what type-Commercial Art, Education-Art, Fine Arts.
2. Write to each school to gain information as to entry requirements to programs (portfolio etc.), size of average class, material requirements, staffing philosophies, philosophy of Art department.
3. Compare answers and information-decide what type suits individual student (likes to work in small classes for more instructional attention-likes to be left alone-etc.).
4. Choose which type of school and program fits needs.

MATERIAL:

1. Resource-catalogs of schools, letter paper, writing tools, envelops, stamps.

VARIATIONS:

(5.2B) 1. Students paint a picture or draw a picture.

2. Discuss other places they do drawings or "make" Art (gifts, crafts, etc.).

3. Students then identify three sources of Art experiences of training-Blue Birds, Bible School, etc.

(5.2C) 1. Students do a block printing.

2. Discuss the technical aspect and to what degree they are using the techniques.

3. Identify what education a professional printer should have-serrigraphist, graphics, etc.

4. Research and identify three places people can receive further training for printing-Community College, Private Art School, Commercial Art Schools, Art Institutes, 4 Year Colleges, Private Art Studios, Civic Art Centers, etc.

(5.2H) 1. Discuss crafts vs. Art-Have students define what skills and types of crafts are popular in communities-(ceramics, papertole, weaving, needle point, leather tooling, candle making, etc.

2. Identify three local agencies that provide training in crafts-(Y.W.C.A., Church organizations, school P.T.A.s, etc.

3. Identify three local agencies that provide training in Art-(private studios, community college, etc.).

TITLE: Plants as a Leisure Activity

SUBJECT MATTER: Science/Math

PURPOSE:

1. To enable students to learn about plants and how to care for them on a leisure basis.

(5.3) 2. To enable the student to relate educational alternatives to life styles.

PRIMARY ACTIVITY: (10-A)

(5.3J) 1. Students study various types of plants and the environment they require.

2. Each student "adopt" a plant and care for it.

3. Initiate class discussion as to why students choose particular plants-eg. plant characteristics, personality, etc.

4. During it's care students shall describe three places a person could go to obtain adult and continuing Ed. programs relating to plant care or higher education.

MATERIALS:

1. Plants or seeds, pots, potting, soil, light, water.

2. Resource materials relating to plants.

VARIATIONS:

(5.3B) 1. Have discussion of plant care-how plants are enjoyed-Flowers, leaves, etc.-Gardens, lawns, etc.

2. Have students tell what types of plants are enjoyed at home.

3. Students then describe two personal leisure roles connected with plants and where they learned.

(5.3D) 1. Take a field trip to school's greenhouse or local florist.

2. Have discussion of what role plants play in leisure at home/or school.

3. Care for plants in room at school.

4. Students then identify four places or persons he or she could utilize to learn a leisure skill in relation to plants–(Flower boxes, Flower gardens).

(5.3E) 1. Study landscaping and nursery work-the benefits of outdoor work.

2. Interview people working in nursey and landscaping as to what type of education they have had-what type of training.

3. Students will then compile the information gathered.

4. Identify three benefits a person may gain from adult education.

TITLE: Team Sports & Team Work

SUBJECT MATTER: Physical Education/Language Arts

PURPOSE:

1. To enable student to realize how a team works to gain a whole unit.

(6.5) 2. To enable the individual to identify factors that affect job success, advancement, and mobility.

PRIMARY ACTIVITY: (7-9)

1. Play a team sport or game.
2. After game have each student write down three successes of the game (depending on team members, cooperation, good team spirit, help team mates, etc.)
3. Next have them write down a "team" job situation (assembly line, hospital, cafeteria, etc.).
4. Evaluate how the three successes of sports team can relate to job success, either write or have a discussion.

MATERIALS:

1. Equipment for team sport.
2. Paper, pencil or pens—writing area.

VARIATIONS:

(6.5C) 1. Have students describe how they feel when sick with a cold or any other recent illness—What did they physically feel like.

2. Next have a running relay.

3. After relay have students describe how they are breathing, do they feel hot, tired?

4. Next, have them tell what it would feel like to run a relay with a very bad cold or recent illness—How does health affect work performance.

(6.5G) 1. Set up general "work" rules for a week, or longer of phys. ed. -promptness, prepared to work, proper attitude, skill advancement, etc.

2. For each area student does not comply "clock" him/her.

3. After being "clocked" three times terminate him/her from gym activity.

4. After several have been terminated hold discussion of how this relates to real work situation-have students identify possible causes for termination of job.

(6.5) 1. Have skill tests requiring basic skills and equipment—first one prepare class for test—second should come with a mild hint.

2. After second skill test have those who were not prepared for the test list the advantages of being prepared for a variety of "jobs" or skills.

TITLE: Leisure Music

SUBJECT MATTER: Music

PURPOSE:

1. To enable students to view music activities as part of leisure time.

(7.1) 2. To enable student to understand relationships between leisure roles and life styles.

PRIMARY ACTIVITY: (10-A)

1. Student interview class mates as to what type of music is in homes or leisure time/when used.
2. Make a list of equipment that is needed for music activity (instruments, sheet music, radio, record player, tapes, etc.).
3. Rank types of leisure music according to their costs in terms of time, money required, and facilities.
4. Discuss which ones are most acceptable in homes based on the ranking.

MATERIALS:

1. Music catalogs
2. Price sheets
3. General radio/T.V./Stereo, magazines and catalogs.

VARIATIONS:

(7.1AC) 1. During show and tell encourage students to discuss the types of music sources which are used during leisure time in their homes.

2. Ask if any brothers or sisters or relatives play an instrument or take singing lessons.

3. Compare answers-and have students explain why different types of musical leisure is used in various situations (different ability-interest) also get into what types of music heard in home.

(7.1D) 1. Study various musical careers.

2. Students will then identify, after discussion or research on specific musical person, what leisure activities the musical careerists might pursue that is connected with work ex: working in recording studio, enjoys going to Rock Concerts, a first violinist enjoys listening to radio music.

(7.1G) 1. Have students study various parts of a song-melody, rhythm, words, etc.

2. Inventory way in which songs can be considered part of leisure time.

3. Elicit a strong emotion from class.

4. Have students write a song dealing with the elicited emotion-perform song-tape it.

5. During a "Free" time gradually begin to play back their songs.

6. What correlation can students draw from songs being an opportunity for entertainment as well as creative events.

TITLE: Heating & Energy Consumption

SUBJECT MATTER: Science/Social Studies/Language Arts/History

PURPOSE:

1. To enable students to learn about various methods of heating—gas, electricity, steam, solar, oil.

(6.4) 2. To enable student to understand the relationship between and within occupational world and economic system.

PRIMARY ACTIVITY: (10-A)

1. Students explore various types of heating available through reports, independent study, films, etc. —How they work.
2. Explore the construction and maintenance of each system—List pros and cons on big chart.
3. Investigate various working establishments and find out what heating system employed—Make a matrix of occupational clusters and what types of heating generally used.
4. Draw a relationship between moneys invested in heating systems and "Status" or occupations—How effective are systems for product or service offered.

MATERIALS:

1. Research materials of heating types (books, pamphlets, speakers).
2. Large chart paper.
3. Material or field trips to various businesses—Industry, factory, warehouses, stores, offices, hospitals.

VARIATIONS:

1. Learn what jobs are needed to run different types of heating systems—what occupations are involved in just installing a system.
2. Make a picture story of how heat is originated to area to be heated—discuss safety gear and tools of people involved.

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1. Compare heating types of today and heating types in different periods of history—also compare occupations connected with various periods of heating and how they have evolved to today's occupations.
    a) Make "Heat Line" similar to time line.
    b) Make picture board.

1. Explore occupation connected with heating in depth-advantages, disadvantages (Compare occupations in each type of heating industry).

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1. Heat words—write list of words on board that correspond to words used in study of heat (energy. source, degree, steam), put a number in front of each word.

   Make several number tags—duplicate all numbers several times.

   As student draws number he pronounces word corresponding with number on board and gives meaning—if correct keeps number, if not returns number and waits for turn—At end of session count up to see who has highest score—Then everyone take quiz on words. Can be done with heat related occupational titles.

TITLE: Does Number 2 Really Try Harder?

SUBJECT MATTER: Math/Economics

PURPOSE:

1. To enable students to gather information in formal ways.
2. To enable students to gather and analyze data.

(6.6B) 3. To enable students to experience an occupational role.

(6.4P) 4. To enable students to identify effects of economics on occupational opportunities.

PRIMARY ACTIVITY: (10-A)

1. Assist students to identify 5 survey questions; each one designed such as the following: Which laundry product do you prefer?
    a. Tide
    b. Cheer
    c. Fab
    d. Oxydol
    e. other ________

   Use vegetables, dairy products, etc. for the other questions.

2. Have students survey as many households as possible, being sure to keep addresses, or to only work in an assigned area in one evening.

3. Remove duplicate data (if any) by using addresses.

4. Next day, have students tabulate data using a form you design.

5. Have students divide into groups (5) or individually calculate:
    mean
    mode
    median
    range
    standard deviation (optional)

6. Have students graph results using a histogram.

7. Share results, discuss implications for products. (1, 2 and last in each category).

8. Discuss the effects this might have on jobs in _______ _______ _______, cities where products are made.

9. Summarize by reviewing purposes of activity, including their role as researchers. How did they like it?

TITLE: Animal Behavior

SUBJECT MATTER: Health/Science

PURPOSE:

1. To enable students to observe animal behavior/learn reproduction by observing birth of chicks, alligators, frogs, tadpoles, etc. (safe subjects).

(6.5) 2. To enable students to identify factors that affect job success, advancement and mobility.

PRIMARY ACTIVITY: (10-A)

1. Visit a pet hospital or veterinary place, interview veterinarian to find out about aspects of jobs.
2. Keep a "pet" in room plus soon to be babies.
3. Keep a development record of growth, feeding, habits, etc.
4. Investigate ideal living condition for room "pet".
5. Research proper care for birthing pet.
6. Study and research pain, mental capacities, emotional perceptions of pet.
7. Tie in all this research with the job of the Vet.–What does he have to deal with–Just the Physical part of animal or does he also deal with fears, emotions, mental attitude of animal.
8. Have students relate what they have learned to identifying two ways the job of a veterinarian may change and what he would have to do to meet the new demand.

MATERIALS:

1. Various animals
2. Resource materials from library
3. Boxes or cages for animals

VARIATIONS:

(6.5A) 1. Keep a class "pet".

2. Assign a student task of caring for pet.

3. After completing task of caring for "pet" have students describe how he feels when the [illegible] has been completed successfully.

(6.5E) 1. Keep a pet in classroom—assign student to take care of pet and record progress of pet.

2. On two days distract student so he does not have time to take care of pet.

3. Record pet's activity on these days.

4. Have student compare records and relate how he feels about his success at caring for pet and feeling about failure to do so (If student forgets to care for pet on own, distraction will not be needed).

(6.5J) 1. Research what people work or what kind of workers are involved in an animal hospital and their job duties.

2. Choose two and show by means of role play how they are interdependent-which job factors contribute for success.

TITLE: Numbers/Graphs

SUBJECT MATTER: Math/Art/Language Arts

PURPOSE:

1. To enable students to see a practical use of graphs, percentages and charts.

(6.2) 2. To enable a student to recognize that occupations tend to cluster in several ways.

PRIMARY ACTIVITY: (10-A)

1. Students select a cluster (this can be done as a group, small groups, or individually).
2. Research the jobs within the cluster-find information concerning education requirements, employment prospects, main work tasks or duties, goods or services.
3. Present the findings by using various graphs showing comparisons with percentages, charts (use at least four types of graphs or charts).
4. Turn in computations after the presentations.

MATERIALS:

1. Chart paper
2. Graph paper
3. Math resources Cluster Resource Materials

VARIATIONS:

(6.2A) 1. Students identify various jobs that require hats-(Nurse, Hard hat, uniforms, Firemen, Food workers).

2. Students then measure own head by wrapping a string around head-place string next to number line or next to tape measure and mark length of string.
3. Place a paper next to measuring tape or number lines-indicate size of head on the paper.
4. Cut paper bond to go around head.
5. Add cut paper decorations or trims to indicate the jobs selected.

(6.2E) 1. Students list a least 30 jobs.

2. Working with own list or trading lists write down location of work (indoor or outdoor), tools or equipment necessary, uniforms, Ed. requirements, services or products.

3. Arrange in groups according to common characteristics-specify common characteristics.

4. Add up the common characteristics in each group.

5. Place a color (construction paper) bar on graph paper to indicate the added number-Do so for each group.

6. Finish with a bar graph indicating common characteristics of grouping-label graph.

(6.2K) 1. Student chooses one career.

2. Research the duties and the number of times required for each or the amount of times same job is done.

3. Start a chart indicating job duties in relation to time (What % of time in one day or week is spent for one duty or task).

4. Do the same (1-3) as above for two more jobs-Put findings on chart to compare the three jobs.

TITLE: Buying Recreation Equipment

SUBJECT MATTER: Music/Math

PURPOSE:

1. To enable students to shop and compare prices of musical entertainment equipment-stereos, record players, tape decks, etc.

(6.1) 2. To enable students to see how much it costs to buy musical entertainment equipment in relation to life styles and income.

PRIMARY ACTIVITY: (7-9)

(6.1C) 3. Have students look through equipment catalogs of all types selling radios, record players, stereos, instruments, tape recorders, players, etc.

2. Student then shops for whatever he likes and adds up prices plus tax.

3. Given a list of annual incomes of various jobs students break it down to monthly and weekly totals.

4. Compare amount of total "purchase" with weekly income in the various jobs.

5. What are the results? Shop for more expensive equipment or less expensive equipment according to jobs.

MATERIALS:

1. Catalogs from music shops, discount houses, retail dealers, wholesalers, etc.

2. Paper and pencils.

VARIATIONS:

(6.1B) 1. Students describe or define a music work setting (gathered around record player, music room, gathered around piano).

2. Students then demonstrate they are music workers by going to and doing a music "job" (picking out music, turning on record player, getting out or putting back instrument).

(6.1F) 1. Students choose a composer or musician of a period in social studies or history they are studying–Do a report on life style of person.

2. Student then choose a musician of today and do similar report–Compare the two life styles by a report to class.

(6.1K) 1. Student choose a favorite rock or serious music star/performer.

2. Study his/her life style.

3. Compare it with own life style.

4. Write out on paper telling how his/her behavior would differ from that of the rock star if student were same in the same occupation.

TITLE: Child Care

SUBJECT MATTER: Home Ec./Health

PURPOSE:

1. To enable student to gain a positive feeling about ability to contribute to community.

(6.6) 1. To enable student to gain experiences in work-related roles and settings.

PRIMARY ACTIVITY:(10-A)

1. Students interested in child care as career research community and find a need (baby sitting in private home, child care in shopping areas, on special holidays).
2. Set up program to offer services to cover need after learning about child care.
3. Set up an application and screening process for workers to have competent workers.
4. Work with existing agencies/schools as an aid.

MATERIALS:

1. Materials resources on child care
2. Access to community services

VARIATIONS:

1. Study and discuss what needs students have and how they are filled and by whom.
2. Role play person who fills need chosen by child.
3. What does role play require–students tell what they are doing-how it fills a need.

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1. Form a child care service during school conferences or school activity for those who do not wish to leave younger children at home or can not do so.
2. Study activities suitable for children and plan activities.
3. Form a plan of emergency and identify what is an emergency–Who should be contacted and etc.

(6.6B) 1. Student identify three organizations who deal with group of young children (Boy Scouts/Brownies/Day-Care Centers/Church Nurseries).

2. Investigate which areas of service would accept a volunteer for a contracted time.

3. **Participate in three services dealing with child care based upon your research.**

TITLE: Historical Science

SUBJECT MATTER: Science/Social Studies/Math

PURPOSE:

1. For the learner to identify relationships between science, technology, the natural world and society.

(6.6) 2. For the individual to gain experience in work related roles and settings.

PRIMARY ACTIVITY: (7-A)

1. Students act as historical geologists—anthropologists, paleontologists, archaeologist.
2. Students work in small groups or pairs with the site map given to them. They use the site map to indicate various environments (eg: in the NW portion of the map there is evidence of an ocean which is developing a reef and a sandy beach; NE—volcanic activity; SW—swamps, forest; central-was a fresh water pond—now a plains area; South Central indicates primitive man.)
3. Information can be compiled onto a central site map as:
    a. Bulletin board display
4. Discussion of data.
5. Discuss the roles they have played (anthropologists, etc.) vocabulary, etc.

MATERIALS:

1. Site map
2. Dictionary
3. Geography, Soc. Sc. Text
4. Group knowledge

TITLE: Leisure Roles

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. For the individual to identify consequences that are both positive and negative with a societal increase in leisure time.

(7.1) 2. For the individual to understand the relationship between leisure roles and life styles.

PRIMARY ACTIVITY: (7-12)

1. Divide the class into three groups, each responsible for obtaining information on the leisure roles for the three major groups in America.
    a. High Society—rich
    b. Middle Class—average income group
    c. Poor—low income group

2. Each group will then be required to construct a bulletin board that depicts by pictures, drawings, etc. the leisure roles of their group.

3. Group chairman will present a short report on their group's findings to the class.

MATERIALS:

1. Reference materials

2. Material to construct a bulletin board

TITLE: Life Roles Today & Yesterday

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. For the students to compare life roles of today with those of the past.

(9.1) 2. For the individual to understand the relationship between citizen roles and life styles.

PRIMARY ACTIVITY: (7-A)

1. After each student has selected any one of the four life roles, (family, citizen, vocational, or leisure), have the class members write a composition comparing and contrasting that role today with the same role in a given period of history, and form a conclusion about the changes or lack of them. Some prior research will be necessary.

MATERIALS:

1. Texts
2. Encyclopedias
3. Occupational handbooks
4. Newspapers
5. Historical References

TITLE: Public Health

SUBJECT MATTER: Science/Health

PURPOSE:

1. To enable students to understand the necessity for the creation of public health departments and the jobs therein.

(9.2) 2. For the individual to identify the factors that influence citizen roles (setting, occupation, peers, age, government, policies, etc.).

PRIMARY ACTIVITY: (7-9)

1. Explore the world of communicable diseases and phenomena of immunity–both natural and acquired through independent study, speakers, and reports.
2. Field trip to a pharmaceutical company such as Upjohns.
3. Hands on classroom activity–pasteurization of milk.
4. Speakers–veterinarian's role in public health by mandatory vaccinations of certain animals for certain diseases easily transmitted to man.

MATERIALS:

1. Shell Oil Co. film–"Feast or Famine"
2. Home pasteurizer
3. Charts available through Mich. Dairy Council on pasteurization.

VARIATIONS: (10-12)

1. Field trips to public health department to investigate available services and functions.
2. Study of prevention and control of venereal diseases and role of health department workers.

TITLE: Man and His Local Environment

SUBJECT MATTER: Science (Earth Science)

PURPOSE:

1. To develop an appreciation for the necessity and techniques of conservation in the pursuit of both recreational activities and vacations.

(7.2) 2. For the individual to understand the relationship between leisure roles and their settings.

PRIMARY ACTIVITY: (7-9)

1. Prepare a bulletin board illustrating the geographical and topographical features of the local area and relating these to resident's choices of vacations and options for hobbies.
2. View slides of various resort areas and discuss how local features influence job choices (Ex. caves in Kentucky, Grand Canyon in Ariz., charter boat fishing on Lake Michigan).

MATERIALS:

1. Bulletin board
2. Films on erosion by wind, water, and ice.
3. Speakers--meteorologist, county extension agent or soil conservationist.

VARIATIONS: (10-12)

1. Construct a stream table with a recirculating pump to demonstrate gullying, erosion, etc.
2. Construction of a weather station by interested students, including a rain guage, wind sleeve, hygrometer, barometer, and sling psychrometer. Measurements kept for one month.

TITLE: Mapping My Way to Fun

SUBJECT MATTER: Math/Business

PURPOSE:

1. To introduce the practical usage of coordinates and what and how to use a scale.

(7.2) 2. For the individual to understand the relationship between leisure roles and their settings.

PRIMARY ACTIVITY: (7-9)

1. Have students locate various cities on map by giving them the coordinates.
2. Give students a distinaction and have them calculate the mileage by car.

MATERIALS:

1. Michigan road maps.
2. Paper and pencil.
3. A Cartesian plane.

VARIATIONS:

(10-12) 1. Have students figure the air miles, direction, and such as if flying a plane.

2. Allow students to plan a trip and then figure cost of gasoline for trip.

TITLE: Checks

SUBJECT MATTER: Math/Business

PURPOSE:

1. To give students experience in dealing with the complete route a check takes.

2. To improve the skill of the student in working with decimals.

(6.6) 3. For the individual to gain experience in work related roles and settings.

PRIMARY ACTIVITY: (7-9)

1. Have students select articles from catalog and then write a check to pay for it.

2. Establish 3 or 4 accounts and have all the students write the checks using these and then have them separate the checks as in a bank into the various accounts and deduct the money in each individual checking account.

MATERIALS:

1. A number of voided checks.
2. A few deposit slips.
3. Pencils.
4. Some checkbook balance sheets.
5. Sears catalogs.

VARIATIONS:

(4-6) 1. Take a field trip to bank.

2. Discuss the value of a check over cash.

TITLE: What Preparation Needed?

SUBJECT MATTER: Math

PURPOSE:

1. Give student a greater awareness of occupations and how school is related.
2. Give student exercise in dividing by 12 and 52.

(5.1) 3. For the individual to understand individual differences in education and training needs.

PRIMARY ACTIVITY: (7-9)

1. The student selects an occupation he is interested in or thinks he might like to become.
2. He does research finding out about job in such areas as education needed, availability of employment, salary, etc.
3. He breaks salary into weekly and hourly wage.

MATERIALS:

1. Paper and pencil.
2. Career Encyclopedia.
3. Job catalogs.

VARIATIONS:

(10-12) 1. Interviews might be arranged with a person in that field.

2. An interview with a neighbor or friend that is presently studying in that field.

TITLE: Figures and Bowling.

SUBJECT MATTER: Math/Physical Education

PURPOSE:

1. The student will learn to apply rules in figuring scores and become familiar with a running score.

(7.1) 2. For the individual to understand the relationship between leisure roles and life style.

PRIMARY ACTIVITY: (7-9)

1. Given a line score without the running score, the student will fill in.
2. Given a ball by ball sequence at a game, the student will mark the sheet then figure the running score.

MATERIALS:

1. Line score sheets from bowling alley.
2. Pencils.

VARIATIONS:

1. Students go to bowling alley and bowl and record their games.

TITLE: Handicaps in Bowling and Golf

SUBJECT MATTER: Math/Physical Education

PURPOSE:

1. To apply percents to everyday usage and increase their skill.

(7.2 L) 2. For the individual to describe how his own leisure activities change at different times of the day, week, or year.

PRIMARY ACTIVITY: (7-9)

1. Discussion of the pros and cons of golf and bowling.
2. Introduce the value of handicaps.
3. Figure the handicaps of some students.

MATERIALS:

1. Writing tool.
2. Golf score cards.
3. Bowling sheets of 3 or more consecutive weeks of a player.

VARIATIONS:

(4-6) 1. Students go out and compete against each other then discuss the results.

(7-9) 2. Have a league secretary of bowling and golf come in and speak.

TITLE: Law Breaking Doesn't Pay

SUBJECT MATTER: Math/Social Science

PURPOSE:

1. To familiarize students with amount of revenue taken yearly in community.
2. Students improve skill in working with decimals and percentages.

(9.1) 3. For the individual to understand the relationship between citizen roles and life styles.

PRIMARY ACTIVITY: (7-9)

1. Make a circle or bar graph illustrating the sources of monies to run local government.
2. Students go to local agency to collect needed information.
3. Discuss the necessity for laws.
4. Discuss the history and development of them.

MATERIALS:

1. Protractors and compasses.
2. Graph paper.
3. Pencils and paper.

VARIATIONS:

(10-12) 1. Collect statistics for county, state, country.

(K-3) 2. Talk about number of and kind of people employed in law enforcement.

TITLE: Sales Tax Varies.

SUBJECT MATTER: Math/Economics

PURPOSE:

1. To compute percentages that one encounters daily in the world of sales.

(9.3) 2. For the individual to understand the relationship between political systems and citizen role.

PRIMARY ACTIVITY: (7-9)

1. Figure cost of an article in Ohio, Indiana, Illinois, and Michigan.
2. Discuss why states vary in the amount of sales tax.
3. Collect information about various states.

MATERIALS:

1. Paper and pencil.

VARIATIONS:

(4-6) 1. Explaining what a sales tax is.

2. Discussing what the money is used for.

TITLE: Sickness Kills.

SUBJECT MATTER: Math/Social Studies/Science

PURPOSE:

1. To give students work in basic arithmetic skills.
2. To expose them to the numbers of people that die because of disease.

(9.2 E) 3. For the individual to discuss how the health of others can affect him or her.

PRIMARY ACTIVITY: (7-9)

1. Discuss the term "communicable disease".
2. Given yearly statistics, the students will figure the amount of increase or decrease.

MATERIALS:

1. World Almanac.
2. Pencils.
3. Paper.

VARIATIONS:

1. Given the statistics for various decades, students can research why the statistics followed the paths they did.
2. The students could make multi-colored graphs revealing the statistics.

TITLE: Money Returns From College Education

SUBJECT MATTER: Math/Community Living/Economics

PURPOSE:

1. To explore the advantages and disadvantages of furthering ones education through the financial aspect.

(8.2) 2. For the individual to identify the factors that influence family role.

PRIMARY ACTIVITY: (10-12)

1. Figure the cost of a college education for careers such as doctors, lawyers, teachers, ministers, etc.
2. Research the yearly incomes of a variety of careers.
3. Discuss the merits of various careers.

MATERIALS:

1. Paper and pencils.
2. Encyclopedias.
3. Yearbook "occupations".

VARIATIONS:

(10-12) 1. Have students interview those that have and haven't had advanced training and listen to their remarks.

TITLE: Knock Knock.

SUBJECT MATTER: Math/Social Studies

PURPOSE:

1. To give student opportunity to take survey and then write up a meaningful summary with graphs.

(8.1) 2. For the individual to understand the relationship between family roles and life styles.

PRIMARY ACTIVITY: (7-9)

1. Discuss the methods and reasons for taking a survey.
2. Present techniques for accumulating the responses.
3. Go into the community and take a survey on the age of the people.
4. Make a graph of your findings.

MATERIALS:

1. Map of city.
2. Pencils and papers.
3. Rulers.
4. Protractors.
5. Compasses.

VARIATIONS:

(10-12) 1. Take survey of people watching a specific TV program and compare to Nielsin ratings.

2. Take a survey to see if people are in favor of a given project such as swimming pool for the community.

TITLE: Leisure Activities

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To promote awareness of causes and effects of leisure time.

(7.1) 2. For the individual to understand the relationship between leisure roles and life style.

PRIMARY ACTIVITY: (7-9)

1. Each student will make a chart/graph of his own use of leisure time spent over a given period of time.
2. The class will make a composite chart of the individual charts.
3. Class discussion should analyze the value of various uses of leisure time(i.e. reading, watching T.V., physical fitness, hobbies, friends, etc.), and make suggestions for more worthwhile or efficient use of time.

TITLE: Graduate Graphs

SUBJECT MATTER: Math

PURPOSE:

1. To assist the learner to develop and interpret percentage figures and graphs.

(5.1) 2. For the individual to understand individual differences in education and training needs.

PRIMARY ACTIVITY: (7-12)

Using the counselor as a resource, discover what has happened to graduates for last 3 (5-10, etc.) years. Tabulate figures and make bar graph which indicates percentages.

1. Going to 4 yr. colleges
2. 2 yr. technical schools
3. job training programs
4. armed services
5. marriage and house work, etc.

Discuss meaning of figures. Compare to other classes, area schools, etc.

MATERIALS:

1. Counselor's records of recent graduates

2. Graph paper, pencils

TITLE: City Government and Services

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist the learner to understand local forms of government and to communicate these understandings.

(9.3) 2. For the individual to understand the relationship between political systems and citizen roles.

PRIMARY ACTIVITY: (10-12)

Small groups will interview city officials to discover:

1. form of city government
2. tenure and salary of city officials
3. primary duties of officials
4. schedule of city meetings
5. services provided by city and cost to citizens, etc.

Groups will report back to class orally or written.

MATERIALS:

1. Question, answer period

2. Pencils, paper or tape recorder

TITLE: Popular Lyrics

SUBJECT MATTER: Music/Language Arts

PURPOSE:

1. To assist the student to understand themes and styles of popular music.

(7.2) 2. For the individual to understand the relationship between leisure roles and their settings.

PRIMARY ACTIVITY: (K-12)

Have students bring in tapes or records of favorite singers.
1st day-just listen
2nd and 3rd day-replay most popular and listen to lyrics-possibly ditto some of favorite ones.

Discussion:
Which artists use similar themes?

MATERIALS:

1. Records and tapes-furnished by students
2. Record player-tape recorder

TITLE: Budget Preparation

SUBJECT MATTER: Social Studies/Math

PURPOSE:

1. To assist the student to develop and understand the need for family budgets,

(8.2) 2. For the individual to identify the factors that influence family role.

PRIMARY ACTIVITY: (10-12)

1. Have a class discussion on budgeting procedures and techniques for a family.
2. Give students a hypothetical family setting and ask them to prepare a budget for this setting.
3. Students will then break into groups and discuss with each other how realistic their budget is.

MATERIALS:

1. Paper
2. Pencils

CAREER DECISION MAKING

TITLE: A Potter's Life

SUBJECT MATTER: Art

PURPOSE:

1. To enable students to design and produce a coil pot.

(11.2 E,F) 2. To enable students to recognize factors that influence a decision to select from several options.

(6.3 AA, BB) 3. To enable students to examine the people and the settings involved in pottery making.

PRIMARY ACTIVITY: (10-A)

1. Provide instructions to students to enable them to design and make a coil pot.
2. Identify with students, places where pots are found (including for sale and not for sale).
3. Investigate the potter's life styles, discuss alternative life styles.
4. Identify different settings in which pots are made.
5. Identify interests and values of a potter which might cause him of her to select each of the identified life style and settings.
6. Summarize activity with a discussion in which the point is made: Our interests and values are influences on our life styles.

TITLE: Are You Sick Today?

SUBJECT MATTER: Health/Home Economics

PURPOSE:

1. To enable students to take appropriate action in the event of an illness.

(11.3G) 2. To provide students with an opportunity to gain experience in making systematic decisions.

PRIMARY ACTIVITY: (7-9)

1. Prepare a set of cards with different common illnesses or diseases on them.
2. Have students each draw a card; they have gotten this disease.
3. Have students research disease and treatments using interviews, resource books, etc.
4. Have students prepare a list of alternative treatments.
5. Discuss the advantages/disadvantages of the alternatives for several students' diseases.
6. As a class, try to select from the alternatives.
7. Have each student select an alternative from their list and prepare at least one reason for his or her choice.

MATERIALS:

1. Medical reference books (such as Readers' Digest etc.), Resource persons: school nurse, health worker, local doctor, etc;

VARIATIONS:

1. Have a knowledgable resource person present to aid in the selection of alternatives and to discuss consequences of student choices.

TITLE: Commercials & Personal Values

SUBJECT MATTER: Language Arts/Pyschology/Social Studies

PURPOSE:

1. To enable students to recognize and use good grammar or proper grammar.

(10.2E) 2. To enable the individual to identify and understand how values relate to choosing options.

PRIMARY ACTIVITY: (7-9)

1. Lead class discussion of values we hold and how personal decisions are made based on values.
2. Have students watch 4 commercials before noon on Saturday, 2 in the afternoon, 4 in the evening.
3. On Sunday, 2 commercials in the morning, 4 in the afternoon, 4-6 in the evening.
4. On weekdays, 2 commercials from 4:00 - 6:00, and 4 in the evening.
5. While watching commercials have the students note:
    a. settings in terms of activities.
    b. male or female oriented?
    c. age group the commercial aims at?
    d. any racial or ethnic targets?
6. Initiate class discussion regarding results of viewing commercials and the different values that the commercials were aimed at.

MATERIAL:

1. Television
2. Various resource materials on values.

VARIATIONS:

(6-9) 1. Watch a variety of commercials in the afternoon and during the evening news reports- What type of products are generally offered during these times; to what types of audiences? Pick out the various parts of speech.

(K-9) 1. Act out the commercials of favorite games or toys. What words are used to sell the products.

(5-A) 1. Write and produce commercials selling various parts of speech (eg. nouns, verbs, adjectives, etc.). Use "power" phrases.

(6-12) 1. **Listen to friends and pick out commercials or advertising used in everyday conversation. How do we try to sell in our daily activities? Find the various options given in one commercial.**

(4-8) 1. **Identify commercial "jingles" and mottos (musical or non-musical) used by the general public. Figure out why they catch on. (Words used, rhythm, flow, etc.). Take part and analyze why they are popular. What options are they presenting?**

TITLE: Sculpture

SUBJECT MATTER: Art/Language Arts

PURPOSE:

1. To enable the students to develop a sense of 3 dimensional work.

(10.2) 2. To enable the students to identify factors that influence decision-making.

PRIMARY ACTIVITY: (7-9)

(10.2E) 1. Have each student make a sculpture of an animal of their choosing.

2. Then have a group discussion of everyone's sculpture in relation to shapes – what apparent values has each one placed on eyes, ears, feet, etc.

3. Discuss how this is apparent – through making those parts of the animal valued the most emphasized in their sculptures.

4. Then have the students make a second sculpture exaggerating the parts of an animal the student values the most.

5. Discuss what values sculpture plays in our daily lives.

MATERIALS:

1. Modeling clay

2. Texture tools

3. Pictures of various animals.

VARIATIONS:

(10.2A) 1. Discuss with the students what sculpture is.

2. Discuss where students see sculpture every day at home and school.

3. What types of decisions should be made for making sculptures at home. (Where to work, materials, etc.).

4. What decisions are made at school in making sculptures.

(10.2B) 1. Have the students work with various sculpture materials (soap, wax, clay, etc.).

2. Then have them make a simple sculpture of an animal (or anything else you identify).

3. Students can then discuss the various decisions that were made in identifying the material used for the sculpture and the form of the sculpture and why they made the decisions on

senses they value the most.

4. Have a list of jobs for the students to do or a list of real career choices with what those jobs require in terms of the five senses.

5. Have the students then choose the jobs they could do with the "purchased" senses. If they do not have "smell" or bid very low on smell, then they should not be able to choose those jobs requiring a great deal of smelling.

6. Have the students then compile a list of jobs they can pursue with their purchased senses.

(10.2H) 1. Have the students identify careers they would like to pursue and research which of the five senses are used the most in the career or job.

2. Identify which senses they need to develop to obtain employment in the career or job.

3. Have the students then identify why it is important to identify and consider goals while in high school. (Decision making).

TITLE: Values

SUBJECT MATTER: Math/Mental Health

PURPOSE:

(12.1) 1. To enable students to place a number value upon personal characteristics.

2. To enable students to identify and evaluate educational options in terms of self assessment.

PRIMARY ACTIVITY: (7-9)

(12.1D) 1. Student decides on career he/she would like to pursue.

2. Student then lists interest, Ed. options, ability, etc. needed to pursue this career–place a value number (1-10) on list (more than one of same no. can be used).

3. Student then list own ability, interest, Ed. opportunities etc., and put a value number on own (1-10) one being the strongest–more than one of the same number can be used.

4. Compare numbers on lists–solely going on the numbers–would this be a career to pursue–student can determine.

MATERIALS:

1. Paper, pencil

VARIATIONS:

(12.1A) 1. Students list four leisure skills they would like to learn.

2. For each student list four reasons to learn it or four uses of skill or count how many ways one can use skill.

3. Student then chooses skill to learn and find two sources to learn where to obtain skill.

(12.1B) 1. Student list and count the educational sources he or she has utilized.

2. Compare lists and numbers of Ed. sources in class–find the average by counting students (students do this) and divide sources to find average number of Ed. sources used by class.

3. Next list various Educational sources for a particular skill or activity, find out how many students pursue these options.

(12.1C) 1. Student choose a career of career cluster.

2. Research what is needed to obtain career (academic skills, life style, study habits, etc.).

3. Student list personal characteristics that are a positive toward obtaining goal–give points 1 for having characteristic, 2-if it is strong, 3-if a very positive characteristic.

4. Do the same for characteristics needed that are lacking–1-for characteristics if not strong, 2-if show characteristics once in awhile, 3-if never.

5. Compare lists of points.

TITLE: Surveys

SUBJECT MATTER: Language Arts/Social Studies/Math

PURPOSE:

1. To enable students to gather information in a formal method.

(10.1) 2. To enable students to identify situations and events in life that involve making decisions.

PRIMARY ACTIVITY: (7-9)

1. Students compile a series of questions involving social decisions–form a survey form.
2. Survey various members of family and at least four families.
3. Compile information into a comparison list showing types of decisions made by family and those of friends or peers.

MATERIALS:

1. Paper for survey form
2. Writing tool
3. Paper for result charts

VARIATIONS:

(10.1A) 1. Students have discussion of what is a "Social Decision" (Who to sit next to, who to share with).

2. Students "survey" by asking questions of other students at school as to what social decisions they have made that day.

3. Draw picture to show result.

4. Students then "survey" by questioning sisters or self at home about home social decisions.

5. Again draw picture to show results–compare discussions-write table of content on drawings.

(10.1B) 1. Teacher checks out short stories from library containing stories of home situation.

2. Divide class into groups.

3. Half of group read stories.

4. Second half of group compose a survey form of decisions made by two or more

family members and survey 1st half.

5. Group presents findings of stories and survey to class.

(10.1I)

1. Students make a survey questionnaire for gathering information dealing with decisions that will be made within the next year. (What classes to take, what to do in summer, etc.).

2. Give questionnaire to a selected group at school (seniors, govt. classes, etc.). Also take questionnaire self.

3. Compile results of questionnaire and compare results , %'s with self answers.

TITLE: Geography

SUBJECT MATTER: Social Studies/Health

PURPOSE:

1. To enable students to see career opportunities relating to geography.

(10.2) 2. To enable students to identify factors that influence decision making.

PRIMARY ACTIVITY: (10-A)

1. Study various parts of U.S. in terms of Geography and list various jobs directly related to geography:
   Examples:
   - a. Farming-wheat, citrus
   - b. Mountain Ranges—forestry
   - c. Conservation offices—swamps
   - d. Ecologist—oceanologist
   - e. Mining
   - f. Irrigationist
2. Study geography in larger (own) community area—research jobs directly related to community geography.
3. Study types of training or requirements for jobs.
4. Students map out a plan to achieve this.
5. Students give reasons for considering these jobs and careers while still in school.

MATERIALS:

1. Geographical resources—maps, charts, books, films
2. Field trips throughout community

VARIATIONS:

(10.2A) 1. Study the weather for the community—relate it to weather in other parts of the U.S.

2. Students tell about what type of clothes they wear for which weather.

3. Study clothing of other parts of the U.S., according to weather.

4. Have students make a chart showing the proper clothing for the weather—they can draw the symbols, draw and color clothing-paste next to symbols.

5. In the morning have students tell what clothing they choose to wear and why—(This should relate to weather chart) or they can put pieces of clothing on weather felt board.

(10.2B) 1. Study various foods prepared and grown in regions.

2. Students tell what foods are their favorite and what time of year they are available, cost increases etc. Gather information from family shoppers.

3. Make a list showing what influences types of foods available in their local area, what does a food shopper consider in selection–list factors that influence decision.

(10.2C) 1. Studying various geographical sports and recreation plot out a recreation map–drawing symbols over regions to represent activities.

2. Interview ten people and record which sports and recreational facilities they use–Do a state or community map similar to U.S. map above.

3. Construct an accompanying list of possible factors for evaluating options given (water, weather, money, etc.).

TITLE: Pottery

SUBJECT MATTER: Art/Social Studies

PURPOSE:

1. To enable student to view pottery as a source of income instead of just fun.

(11.1) 2. To enable student to acquire skill in relating factors that influence a decision to identified options.

PRIMARY ACTIVITY: (10-A)

1. Students make pots–slab, coil, pinch, thrown, etc. Glaze and exhibit.
2. Research where pottery (Hand made or commercial, can be purchased–Art fairs, summer art fairs, gift shops, resort areas, artist colonies, etc.).
3. Students then talk to a potter or research life styles of famous potter.
4. Students identify work and life styles, options of a potter–working for a commercial studio, having own studio, work on commission for University, have own shop, teach for institute, free lance, etc.

MATERIALS:

1. Clay–stone ware for making pottery
2. Glazes–kiln
3. Resources of professional potters

VARIATIONS:

(11.1A) 1. Given the specific task of making a pot–the students tell three ways of accomplishing this.

2. Students then choose one of three ways and make a pot.

(11.1B) 1. Given the occupation, a leisure option of being a potter, students study what is involved in making a pot:
    a. making clay
    b. shaping & refining pot
    c. firing pot
    d. displaying pottery

2. Students then discuss what steps they went through in making a pot.

3. After listing steps, identify what similar interest they have to the various steps:
    a. making clay–making bread dough

b. shaping pot – making slab-making cookies
c. firing clay-baking cookies
d. displaying pottery-exhibiting collection, exhibiting pets

(11.1G) 1. Given a specific intellectual skill – math, Science – the student will identify how it is related to making pottery.

2. Make clay – students identify (Science, Arithmetic involved), (measuring, what compounds of clays).

3. Make pottery (What is clay?) Science – Why does it shape, stick, etc.

4. Fire clay – How does one figure out how long for what type of clay – What tempt. (Math).

5. Make glaze (Science) what measurements, what chemicals mixed (Math) to form glaze – glaze pots.

6. Fire pots-what tempt. for glaze.

7. Students make math and science chart showing what parts of each involved in the making of one pot.

TITLE: Final Touch

SUBJECT MATTER: Home Ec./Health

PURPOSE:

1. To enable student to become familiar with his/her physical characteristics in a positive way.

(11.4) 2. To enable student to acquire skill in stating and implementing a plan of action.

PRIMARY ACTIVITY: (10-A)

1. Student studies physical characteristics is an objective light.
2. List all positive and negative characteristics on chart.
3. Study ideal characteristic desired.
4. Research proper care, proper handling of characteristic to achieve ideal result (new hair length/style, diet, etc.).
5. Map out or chart plan of action to obtain goal.
6. Follow plan for set time and record results.
7. Evaluate plan.

MATERIALS:

1. Books, resources on proper diet, hair, nail, body care and cleansing.
2. Demonstrations, field trips, books, media on proper clothing, hair styles, posture, make-up, etc.

VARIATIONS:

(11.4A) 1. Students study self in mirror—study others moving—still.

2. Have discussion on hair, teeth, nail, face cleaning, care-ideal.

3. Students compare self to ideal.

4. Have students tell how they would change action or behavior to obtain goal (combed or brushed hair after recess, clean face—mouth—after lunch, etc.) and implement action.

(11.4B) 1. Study various hair styles or care methods, clothing care (hanging up clothes, brushing hair).

2. Individual will chart a personal program to develop a positive appearance and healthy body.

3. Act on program–this could be a leisure activity such as learning hair curling, sewing, weaving belts, etc.

(11.4C) 1. Student will plan a set of experiences exposing him/her to both negative and positive reaction (i.e.=not showering after Phys. ed. will probably evoke negative response, washing hair before it gets too dirty and fixing it in a popular style will evoke positive results).

2. Student will then set about a plan or program of positive experiences (getting hair styled, letting finger nails grow, breaking "sweet" habit, etc.).

3. Monitor how these positive changes are affecting self concept.

TITLE: Communications

SUBJECT MATTER: Language Arts/Art

PURPOSE:

1. To enable student to practice Art of using words effectively.

(12.2) 2. To enable student to identify and evaluate family, occupational, citizen, and/or leisure options in the terms of self assessment.

PRIMARY ACTIVITY: (10-A)

1. Student chooses occupational option which he/she would enjoy.
2. Describe activities involved in option that would be satisfying in a radio commercial form.
3. Do same above in Newspaper editorial.
4. Do same above as in a Child's Fairy.
5. Compare use of words and how effective they were.

MATERIALS:

1. Examples of radio commercial scripts
2. Newspaper Editorials
3. Children's Fairy Tales

VARIATIONS:

(12.2B) 1. Students identify one activity he/she learned this past year—explain why it gave satisfaction.

2. Have discussion of various types of communication (What is communication).

3. Student than choose two ways to communicate their satisfaction of learned activities and do so (could be through art, music, writing, oral, drama).

(12.2C) 1. Student recall two activities he or she would prefer not to take part in again.

2. Discuss way of expressing these negative feelings(words, action, emotion, lack of three).

3. Write out feelings about activities using a negative approach.

4. Write out the same feelings about same activities using a positive approach.

(12.2M) 1. Student chooses a leisure activity from list and decides if he/she would or would not participate in it.

2. Evaluate the best means of communicating this choice through writing styles (satire, humor, editorial, tragedy, documentary, biographic, narrative).

3. Student then writes in the style chosen if she/he would or would not participate and why.

4. Student then read own or each others to class.

5. Class decide by secret ballot if style was effective.

TITLE: Food Webs

SUBJECT MATTER: Ecology/Science

PURPOSE:

1. To work out the complicated food web of a pond situation.

(11.3) 2. For the individual to gain decision-making experience by making systematic decisions.

PRIMARY ACTIVITY: (7-9)

1. Explore various parts of established food webs (the producers and consumers) available through library and classroom study.
2. Draw some simple food webs on large paper for bulletin board.
3. Visit a pond. Collect and identify rooted and floating plants, plankton, amphibians, reptiles. Keep a record of all other animal life seen. Work out and chart the possible food-chains from the information thus gained.

MATERIALS:

1. Pond
2. Films on ecology and food webs
3. Films on microscopic life in water
4. Microscopes and slides
5. Waders or high boots
6. Construction paper

VARIATIONS: (10-12)

1. List the kinds of ecosystems existing in your community. Decide how they differ.
2. Find out how various pesticides have been used in your community and decide for yourself if they are dangerous and what options are available.

TITLE: Scientific Methods of Problem Solving

SUBJECT MATTER: General Science

PURPOSE:

1. To enable students to realize that there is usually more then one way to solve a scientific problem and set up a plan of action.

(11.1) 2. For the individual to acquire skill in developing options.

PRIMARY ACTIVITY: (7-9)

1. Students can be given samples of simple machines such as pull up, inclined planes, levers, etc. and a certain amount of weight to be moved. By trying various combinations and options, they can decide on how their "work" might best be accomplished.
2. Investigate use of simple machines in the construction world and variety of people employing them.
3. Students can seek information concerning their parents career choices and how they decided on their vacations.

MATERIALS:

1. Simple machines
2. Films on simple machines

VARIATIONS: (10-12)

1. Students list at least three of their own natural abilities and three occupational areas where one or more of these abilities would truly be an asset.

TITLE: Thinking Scientifically

SUBJECT MATTER: General Science

PURPOSE:

1. To develop an approach to solving both simple and complex problems by the Scientific Method.

(10.1) 2. For the individual to identify situations and events in his or her life that involve making decisions.

PRIMARY ACTIVITY: (7-9)

1. Students choose a known scientific concept such as cold air is more dense than warm air. Then decide on the best method of proving or disproving it.
2. Students select a scientific problem and outline a method for its solution, including hypotheses and various plans of action. The best plan should be decided upon, carried out, and conclusions made. Accurate notes and records must be kept.

MATERIALS:

1. Whatever individuals or groups need to carry out their simple experiments.
2. Games, such as Life which involves decison making.
3. Notebooks for notes on experiments and conclusions.

VARIATIONS:

1. Examine the world of advertising and its effect on our choices. Bulletin board of advertisements for similar products.
2. Interview adult consumers to find out what makes them purchase a certain type toothpaste, aspirin, or dish detergent.

TITLE: Scientific Method of Problem Solving

SUBJECT MATTER: General Science

PURPOSE:

1. To enable students to use systematic approaches and methods in solving problems.

(11.4) 2. For the individual to acquire skill in stating and implementing a plan of action.

PRIMARY ACTIVITY: (7-9)

1. Students learn the steps of the Scientific Method of Problem Solving (1) State the problem, (2) Make suggestions for its solution, (3) Decide on the best plan, (4) Carry out the plan repeatedly, (5) Draw conclusions.
2. Apply this to the problem—Is water or oil more dense? Devise an experiment; write up the plan of action in the student notebook; carry out the experiment and draw conclusions.

MATERIALS:

1. Oil and water, plus general equipment (beakers, scales, etc.).
2. Bulletin board which could carry the steps of the scientific method.
3. Film on Scientific Method.

VARIATIONS: (10-12)

1. Students given a problem to solve, they will devise a controlled experiment, stating in their notebooks the specific control and variables in the experiment.
2. Give three examples outside the classroom where it was necessary to state and follow through with a self devised, systematic plan of action.

TITLE: Overtime Worthwhile?

SUBJECT MATTER: Math/Business

PURPOSE:

1. Compute percentages and reading charts and tables experience for students.

(10.2) 2. For the individual to identify factors that influence decision making.

PRIMARY ACTIVITY: (7-9)

1. Given a table for figuring income tax, the student will find the percentage difference.
2. Also using the table, the student can find the number of hours needed to put into another tax bracket.

MATERIALS:

1. Income tax tables.
2. Paper and pencil.

VARIATIONS:

(10-12) 1. Discuss the effects on the taxes raised for our government versus the number of unemployed people.

2. Teach the meaning of what time and half means and compute wages using it.

TITLE: Hourly-Salary-Commission?

SUBJECT MATTER: Math

PURPOSE:

1. To develop skills of multiplying with decimals and working with percentages.
2. To make students aware of paying methods.

(10.1) 3. For the individual to identify situations and events in his or her life that involve making decisions.

PRIMARY ACTIVITY: (7-9)

1. Give students want-ads out of newspaper and they select job and compute yearly or weekly salary.
2. Have some students give the way their parents are paid and then figure monthly income.

MATERIALS:

1. Daily newspapers.
2. Paper and pencils.
3. Career Encyclopedia.

VARIATIONS:

(10-12) 1. Have student select a job and then research to find weekly, monthly, or yearly salary.

2. Interview a person who works on each plan.

TITLE: 100% Right.

SUBJECT MATTER: Math

PURPOSE:

1. To present student with methods of checking basic operations in arithmetic.

(12.1) 2. For the individual to identify and evaluate educational options in terms of self assessment.

PRIMARY ACTIVITY: (7-9)

1. Given a problem to divide, the student will select 1 of 4 ways to check.

MATERIALS:

1. Paper and pencil.

VARIATIONS:

(10-12) 1. Give class number puzzles where students run into conflicts and must resolve their problems.

TITLE: Who is the Banker?

SUBJECT MATTER: Math/English/Science

PURPOSE:

1. To familiarize students with deductive reasoning.

(11.3) 2. For the individual to gain decision-making experience by making systematic decisions.

PRIMARY ACTIVITY: (7-9)

1. Discuss what deductive reasoning is.
2. Given various types of puzzles, the student will use deductive reasoning to solve.

MATERIALS:

1. Some puzzles.
2. Baseball line-up.

VARIATIONS:

(10-12) 1. Show the use of deductive reasoning in buying a car.

(K-3) 2. In basic experiments such as: box slides through hole, ball fits in box, ball slides through hole.

TITLE: Game Day.

SUBJECT MATTER: Math/Drama

PURPOSE:

1. To increase the various mathematical skills via games.

(II.1) 2. For the individual to acquire skill in developing options.

PRIMARY ACTIVITY: (7-9)

1. On a given day have available a choice of 3 varying game activities that the student must select and participate in. Upon selecting, he must verbally or in writing tell you why he selected that activity over the other two.

MATERIALS:

1. The games selected (one possible grouping might be Monopoly, Cribbage, and Yahtzee).

VARIATIONS:

1. Role playing with the 3 options being 3 characters of diverse personalities (3 animals for K-3).

(10-12) 2. Presenting 3 varied types of jobs with the student selecting one over the other 2 explaining why.

TITLE: Mark Down After Mark Up.

SUBJECT MATTER: Math/Business

PURPOSE:

1. To teach the concept of discounts.

(10.1) 2. For the individual to identify situations and events in his or her life that involve making decisions.

PRIMARY ACTIVITY: (7-9)

1. Given an ad with a discount, the student will find what the new price is.
2. The student will compare prices from 2 different catalogs and give the amount saved.

MATERIALS:

1. Catalogs.
2. Newspaper ads.
3. Paper and pencil.

VARIATIONS:

(10-12) 1. The student using a Century catalog will figure the percent of mark up on products.

2. A discussion of why the variance in prices.

TITLE: 2001

SUBJECT MATTER: Social Studies/Language Arts

PURPOSE:

1. To assist the student to identify conditions most likely to bring about change in the future and to identify both benefits and problems that might result from technological change.

(10.2) 2. For the individual to identify factors that influence decision making.

PRIMARY ACTIVITY: (10-12)

1. In small groups, students will compile a list of items necessary for survival in the year 2001.
2. Using their lists, students will speculate and write down who will produce these items.
3. Students will share their data with the entire class.

CAREER PLANNING AND PLACEMENT

TITLE: Physical Education/Making Baskets

SUBJECT MATTER: Physical Education/Health

PURPOSE:

1. To enable student to obtain goal of shooting and making baskets for basketball.

(16.1) 2. To enable student to identify factors that influence implementation progress.

PRIMARY ACTIVITY: (7-9)

1. Students try a series of various shots at basket and keep record of success (a lay-up, jump shot, dribble shot, corner shot, etc.).
2. Students discuss possible program to follow to gain 100%–90% accuracy in a certain shot.
3. Rank activities in program according to priority given to those activities that would be of most benefit to that particular shot–which activity would produce the most accuracy.
4. Follow program for period of time and test again.

MATERIALS:

1. Basket ball, net or basket
2. Resources–films, books, of activities paper, pencil

VARIATIONS:

(16.1A) 1. Student bounce basket or rubber ball length of given area.

2. At end of performance have students tell how they did it (walking, while pushing ball down, etc.).

3. What factors help to gain success in bouncing ball length of area, students give oral factors (everyone stayed out of the way, did not stop, did not push or bounce ball too hard, walked-not run to end).

(16.1B) 1. Given goal of dribbling down court and making a basket or passing to another player without loss of ball–student will perform task.

2. After performing task-list on chart two factors that helped student achieve goal.

3. List the factors that hindered efforts.

(16.1C) 1. Given a goal the student has identified form the list of basket skills, the student will try to reach goal.

2. Student will predict which personal skills or factors will lead to success in chosen goal, (eg. practice, good at skill, etc.).

3. Student will predict which factors will hinder success (eg. not feeling well, shy, lack of practice).

4. Given a list of skills in basket ball students will write out factors involved for success or failure for each skill.

TITLE: Community & Family Relations

SUBJECT MATTER: Home Ec./Industrial Arts/Social Studies/Health

PURPOSE:

1. To enable student to see relationships between self and community and family.

(14.3) 2. To enable student to identify and acquire information and skills necessary to reach citizen leisure and/or family goals.

PRIMARY ACTIVITY: (10-A)

(14.3I) 1. List activities student is now pursuing and enjoys.

2. Project the skills involved in activities to a two year span.

3. What or how could these same activities and skills be used in positive community activities.

4. Make a list of community services groups and notice skills or types of activities involved.

MATERIALS:

1. Community resources
2. Interviews
3. Paper, pencils

VARIATIONS:

(14.3A) 1. Study community service groups in school and what they do-safeties=help cross street, lunch supervisors=help with lunches.

2. Relate to classroom services groups-passing out paper, cleaning erasers.

3. What skills are needed in each-make a picture or story board with felt board, representing services and skills/or have student work on a ditto sheet identifying services with skill.

(14.3D) 1. Study types of personalities–introvert, extravert, aggressive, leader, etc.

2. Have student do a self characteristic finding.

3. Study leading community leaders and family personality.

4. Identify personality characteristics and how they influence community activities i.e.- Leaders are apt to have Brownies, Cub Scouts,–Followers work on committees, volunteers, etc.

(14.3G) 1. Each student choose a person in class.

2. List activities and interest and personality type.

3. Research community activities available for age group 7-9.

4. Students then recommend two community activities the chosen student would be likely to enjoy based on research.

TITLE: *Health Services/Teeth*

SUBJECT MATTER: Health/Social Studies

PURPOSE:

1. To enable individual to identify proper ways of caring for teeth.

(15.1B) 2. To enable student to identify and utilize resources necessary in the implementation of his or her career plan.

PRIMARY ACTIVITY: (7-9)

1. Discussion of what causes tooth decay.
2. Research where information can be obtained for prevention of decay (Proper tooth care)
   a. Dentist
   b. County Health Service
   c. Library
3. Set goal or map out proper tooth care program for self to follow using information from resources and follow program.
4. Compare different types of programs set up by students-discuss which are the better ones to follow.

MATERIALS:

1. Resources of tooth care—books, people, A.V. Media.
2. Paper/pencils for mapping out tooth care program.

VARIATIONS:

(15.1A) 1. After discussion of tooth health—Have students write out or orally give a goal towards proper tooth care.

2. List utensils or materials needed to follow through-make chart pictorial—"Brushing"-paste, brush, water, hands, -up-circle motion.

(15.1D) 1. Follow basic unit of study of how teeth develop and grow. Have students choose one specific educational project (relating to tooth study) as a goal.

2. List resources he or she will need to use-list alternative resources.

3. Complete projects: Projects possible,
   a. could be a report,
   b. art diagrams,
   c. interviews,
   d. collecting and making display of information available-pamphlets,
   e. plays or skits of proper use.

(15.1E) 1. Student research what jobs are needed to have a county program in Dental Health in addition to Dentist (County Services, Volunteers for school testing, etc.).

2. Make a list of jobs available in Dental Health both paid and volunteer.

3. Research where these people got their training and what training is required.

TITLE: Magnetics

SUBJECT MATTER: Science/Language Arts

PURPOSE:

1. To enable the students to find practical uses of magnetism.
2. To enable the students to demonstrate a commitment and to act on his or her plans.

PRIMARY ACTIVITY: (7-9)

(15.2C) 1. Give the students a quick review of magnets (illustrated examples).

2. Give the students a list of long range projects dealing with magnetics.
3. Have each student choose one project.
4. Have the students list the steps involved in implementing the project. Make a time-line.
5. Implement the projects, complete and present to the rest of the class.
6. Have the student evaluate their own work in terms of practicality of magnetic uses and whether or not their time-lines were realistic.
7. Initiate class discussion relative to benefits of developing a plan and following the plan for projects both inside and outside the school.

MATERIALS:

1. Resources on magnetics
2. Different kinds of magnets.
3. Metal shavings
4. List of long-range magnetic projects

VARIATIONS:

(15.2A) 1. Give the students a plan or experiment to see if various materials conduct a magnetic charge. (eg. glass rods, various metals, plastic tubing, etc.).

2. Have the students describe how they would go about achieving the plan or experiment.
3. Have the students list the steps to follow to see if a compass moves from the magnetic charge of the various materials.
4. Have the students then follow the steps they identified.
5. Discuss the results of developing and following a plan.

(15.2B) 1. Give students a map with only compass directions to find a "metal treasure".

2. Break students into small groups and have them work out a plan and time-line.

3. Have the small groups follow the steps listed on their plan and after the first step have them evaluate the realisticness on their time-frame.

4. Have the students complete their plan and locate the hidden "metal treasure".

5. Evaluate the total plan in terms of the steps and modifications they made.

(15.2D) 1. After study of general magnetism and its uses have the students identify an experiment they would like to implement.

2. Have the student develop a plan including a time-frame.

3. Gather the resources, demonstrate the experiment to the rest of the class and evaluate including on-going and final evaluation of the results of the experiment and the student developed plan.

TITLE: Community Needs

SUBJECT MATTER: Social Studies/English/Library

PURPOSE:

1. To enable student to practice using community, Govt., and library resources to gain specific information

(15.2) 2. To enable the student to demonstrate a commitment to and act upon his or her plans.

PRIMARY ACTIVITY: (10-A)

1. Student chooses an area of study according to needs of community (Day Care Centers, elderly food program, unemployment services, etc.).
2. Formulate a plan of action for a simulated community service that would solve this problem.
3. Establish guideline, timelines.
4. Using library, Govt., information community agencies find out how other communities, States, areas in country are handling problems. Fit this information to own community needs.
5. Set up plan of operation–criteria for staffing, budget, city ordinances and code regulations met etc.
6. Set up evaluation process.

MATERIALS:

1. Library, Govt., social resources
2. Resource people
3. Resources of city proposals, ordinance, regulations, Bldg. codes, etc.

VARIATIONS:

(15.2A) 1. Students choose a plan to "Help" other class members–passing out papers, cleaning up after art, choosing a music/song to learn-story.

2. List steps to follow–getting papers out, giving to one table, giving to next table etc.
3. Then choose a career goal-related to the "Helping plans" clean up=custodian, paper passer=social worker; choosing music to learn=disc jockey.
4. Formulate a plan during a discussion of steps to follow to reach goal.

(15.2B) 1. Students study school environment and student attitudes of mental attitudes toward rules property.

2. Make a list of three most immediate needs of school (Ex. classroom behavior, hall behavior, restroom behavior, lesson readiness, etc.).

3. Divide into three groups--each group choose one topic.

4. Group discussion of problem--gather information and suggestions from students, teachers, custodians, lunch workers, administrators, secretaries, etc.

5. Choose a goal of problem.

6. List steps involved in formulating a plan including time guidelines, outline, etc.--include information gained in interview.

7. Formulate guidelines or steps for correcting problem.

8. Implement first step-give time trial.

9. Set up an evaluation based on interviews.

(15.2C) 1. Students formulate a list of needed community or family goals.

2. Each student choose one.

3. Individual list steps involved in completing plan--include timeline, evaluation.

4. Implement plan.

5. Evaluate if timeline was realistic.

TITLE: Commercial Art

SUBJECT MATTER: Art/English

PURPOSE:

1. To acquaint students with the impact of lettering.

(14.1) 2. To enable the student to identify and acquire information and skills necessary to gain further ed. and training related to identified career goals.

PRIMARY ACTIVITY: (10-A)

1. Students study various lettering styles and their physiological impact—style and technical aspects.
2. Students research commercial art schools-three in Michigan (or close by area) or Vocational or other training schools for Commercial Art training.
3. Design a recruiting or information brochure depicting the mood for each training center researched—should include program information as well as using previous learned lettering/design skills.

MATERIALS:

1. Lettering resources/books, type faces, commercial pamphlets or brochures
2. Lettering materials, pens, inks, papers, paints
3. Commercial art resources—books, catalogs, etc.

VARIATIONS:

(14.1A) 1. Identify goal of practicing letters—use paint brushes and paint (tempera), large paper.

2. Draw or paint an object (ice cream cone, cat, house, etc.).
3. Students then discuss what is needed to label story pictures.
4. Students then label objects (story pictures) bypaintingletters with brush/tempera.

(14.1C) 1. Look through magazines and pamphlets.

2. Talk about what is involved in creating these.
3. Identify what skills are needed to produce an advertisement in a magazine (each student choose one ad).
4. List skills identified—spelling, writing, drawing, knowledge of product, knowledge of art processes, printing processes.

5. Students identify which skills they have.

6. Students then make an advertisement for a skill (i.e. reading, writing, etc.) ads should be good solid art and lettering—getting across the importance of the skill.

(14.1J) 1. Have discussion of what types of information should be researched about an education and/or training option.

2. Students identify three types of information.

3. Students then create a poster showing these three types without using any lettering or words, just symbols or pictures.

TITLE: Music Appreciation

SUBJECT MATTER: Music/History

PURPOSE:

1. To enable students to compare and contrast different periods of music.

(14.3) 2. To enable student to acquire information and skills necessary to reach citizen leisure and or family goals.

PRIMARY ACTIVITY: (10-A)

1. Survey family or community group as to favorite music during leisure time.
2. Student identifies one musical goal per age group based on information gathered in survey. Ex:(Have groups experiment with "new" sound).
3. List steps to achieve goal.
4. Record results–What does this tell us about what role music plays in our lives.
5. What goals have been accomplished by family in terms of music (buying record player, recording tapes, etc.).

MATERIALS:

1. Survey forms
2. Access to various age groups

VARIATIONS:

(14.3B) 1. Students identify one leisure music goal, student would like to accomplish (play triangle, drums).

2. Student list skills and physical requirements needed (coordination, rhythm).

(14.3C) 1. Student identifies one instrument he would like to play for leisure.

2. Student identifies the information and skills needed to accomplish goal.

3. Set down a plan of action after checking out resources (rental equipment)–(school band).

(14.[illegible]) 1. [illegible] interview family member as to what musical goals they wanted to accomplish [illegible].

2. Also what goal they did accomplish.

3. Student compare and contrast factors involved.

TITLE: Movies A.V. Aides

SUBJECT MATTER: Language Arts/Art

PURPOSE:

1. To enable students to learn and produce slide/tape show or other A.V. materials.

(14.1) 2. To enable students to identify and acquire information and skills necessary to gain further education and training skills related to identified career goals.

PRIMARY ACTIVITY: (10-A)

1. Students research information about further education and preparation to 2 identified career goals.
2. Relate information to class in the form of a slide/tape show or other Audio/Visual Aid (Aids should be appropriate for information)–(can be done in small groups).
3. Story board and script turned in after presentation.

MATERIALS:

1. A.V. materials
2. Information resources

VARIATIONS:

(14.1A) 1. Students choose a goal-list skills needed to acquire goal.

2. Draw picture or find pictures in magazine or papers to illustrate skills.

3. Paste onto tag board to tell a story–write out labels to give information or make a cassette tape.

4. Present to class.

(14.1C) 1. Students work in groups, choose [illegible] educational goal.

2. List what students do in school now that will help attain goal.

3. Make a roll picture (roll up a piece of long self paper and unroll to show different activities in school, help in obtaining goals).

4. Present roll story with a narrative written by group.

(14.1G) 1. Students research what institutes offer higher education or training for chosen career goal or list which institutions offer what education.

2. Write out a script or slogan for school indicating information about what school offers.

3. Make a poster to include slogan and a visual indicating what school offers.

TITLE: Plants for Profit

SUBJECT MATTER: Science/Botany

PURPOSE:

1. To enable botany students to develop skills which could lead to attaining specific career goals in the field of plants.

(13.2) 2. For the individual to identify and investigate prerequisites for reaching goals.

PRIMARY ACTIVITY: (7-9)

1. Field trips to various places of employment where a knowledge of plants is necessary.
2. Interview a worker in the botanical field of one's own choice to learn prerequisites for entry into that field.
3. Students assess their own interests and abilities to discover which prerequisites they could or could not meet.
4. Hands on activities such as corsage construction or terrarium building.

MATERIALS:

1. Field trips
2. Blossoms, artificial leaves, greenhouse tape, corsage wire
3. Gallon-size glass jars, gravel, sand, charcoal and soil

VARIATIONS: (10-12)

1. Carry out a germination-rate experiment, a vegetative propagation study and a cross-pollination experiment. Determine in which botany-related careers these would be useful skills to develop.
2. Mini-trips to places of students choice where the skills developed in (1) could be put into action.

TITLE: Professional Golfer Hits 81 at Age of 13.

SUBJECT MATTER: Math/Counseling/Language Arts

PURPOSE:

1. To acquaint the student with making comparisons and becoming familiar with statistics.

(13.3) 2. For the individual to assess the probability of attaining goals.

PRIMARY ACTIVITY: (7-9)

1. Collect data of famous golfers discovering their scores at various ages of their development by writing to them.
2. Make a bar graph of the information.
3. Find the mean, mode, and average of the data.
4. Interview the local pros at the golf courses.

MATERIALS:

1. Stationery of the school.
2. Stamps.
3. Golf Digest booklets or PGA Yearbook.
4. Pencils.

VARIATIONS:

1. Reading the biographies of 3 great golfers.
2. Playing golf with the local pros at 3 or 4 courses and getting their evaluations.

TITLE: Too Much Fertilizer Possible?

SUBJECT MATTER: Math/Science

PURPOSE:

1. To make usage of the area concept applicable to students environment.
2. To show the integral closeness of math and science.
3. (16.1) For the individual to identify factors that influence implementation progress.

PRIMARY ACTIVITY: (7-9)

1. Using a "seed flat" or a marked off area in a field, set up 3 or 4 equal areas and apply various amounts of fertilizers to each, seeding a common plant in all 4 areas and then observe and compare germination period, color of plant, quality of fruit, and so on.

MATERIALS:

1. Fertilizer.
2. Radish or some other quick growing plant.
3. Soil.
4. Containers or stakes.

VARIATIONS:

(10-12) 1. Work with farmer and help figure the amount of fertilizer needed (golf course).

(4-6) 2. Discuss value of fertilizer.

TITLE: I Can Do Better.

SUBJECT MATTER: Math/Science/Reading

PURPOSE:

1. To have student figure percent of increase.

(15.2) 2. For the individual to demonstrate a commitment to and act upon his or her plans.

PRIMARY ACTIVITY: (7-9)

1. Students taking monthly or weekly spelling test-set goal of improvement for next test then plan method of obtaining the desired goal.

MATERIALS:

1. Vocabulary list "Work with Fellow Teachers".
2. Paper and pencil.

VARIATIONS:

1. Figure daily (weekly) percentages and set goal of 5%-15% improvement.
2. A research project in science for a 2-week period.

TITLE: Blue or White.

SUBJECT MATTER: Math/Business

PURPOSE:

1. To improve basic skills of arithmetic.
2. To acquaint students with the employment numbers in their community.

(14.2) 3. For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

PRIMARY ACTIVITY: (7-9)

1. Given the number employed in various companies and self-employed, the student will then total the number of "blue-collared", "white-collared", etc.
2. Discuss the disadvantages and advantages of each job.

MATERIALS:

1. Statistics from Chamber of Commerce.
2. Paper and pencil.

VARIATIONS:

(K-3) 1. Discuss the 5 major companies and then take a survey to find how many students' parents work there and make a graph.

(10-12) 2. Discuss the advantages and disadvantages of each company as related to wages, fringe benefits, insurance, etc.